

HV1944
.U55
1982



The University of Michigan

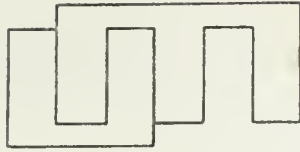
ON THE COVER: BURTON TOWER

Perhaps the most recognizable structure on the University campus is Burton Tower, 212 feet high, built in 1936. The Tower, which is named for U-M President Marion LeRoy Burton, houses the Charles Baird Carillon plus offices of the University Musical Society, the office of the University Carillonneur, classrooms and practice rooms for the School of Music.

Other familiar landmarks on the Ann Arbor campus include the Michigan Union, the Michigan League, and the President's house, which has been placed on the National Register of Historic Places by the National Park Service.

The University of Michigan, chartered in 1817 by the Michigan territorial legislature as the Catholepistemiad of Michigan, began in Detroit and was reorganized in 1837 and moved to Ann Arbor. The first class was admitted in 1841. Today, more than 120 different programs leading to undergraduate and graduate degrees in 18 schools and colleges are offered at three campus locations—Ann Arbor, Dearborn and Flint.





THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48109

(313) 763-2374

February 3, 1982

Dear Institute Participant:

We are very pleased with the response for the Institute and are looking forward to a productive work session. This will be our last communication to you prior to the Institute.

If you have not made your hotel reservations, please do so at once. You should mention the name of the conference, Special Study Institute, in order to get the special rate. It is difficult to change the rate, once a higher rate has been assigned to a room. Computers are not very responsive to subsequent changes!

If you are arriving via Dulles airport, you should take a limousine to the downtown Washington hotels. Alternately, you can take a bus to National and the limousine or subway from there. From National, you may take either the subway or the hotel limousine service. There are special phones at the terminal which connect callers directly with the hotel to request the limousine. The subway is a short walk from the terminal and the route is clearly marked; you should get off at the L'Enfant Plaza Metro stop. It is about a ten minute trip from the airport to the hotel by taxi or limousine; 15 to 25 minutes by subway.

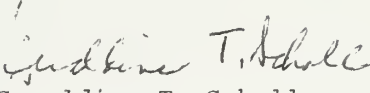
The hotel has requested a preliminary figure for the Sunday buffet luncheon. Would you please indicate on the enclosed postcard whether you plan to attend. There is no change for this event. Please return this card at once. On the same card, please indicate whether you plan to attend the Saturday evening session on the management of stress. We have made tentative arrangements with a professional workshop consultant for this session. Since there is a fee, we want to assess the level of interest before our final negotiations.


Enclosed is a compendium of materials which are relevant for the Special Study Institute. Please bring this book with you because we will not be able to provide duplicate copies! We call your attention to the Friday afternoon scheduled for your own professional development: it is considered a conflict of interest to "lobby" with your congressman when your expenses are paid from federal funds.

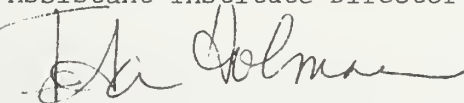
Institute Participant
February 3, 1982
Page Two

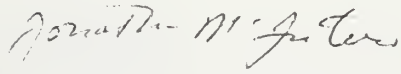
We look forward to seeing you on February 18, 1982!

Sincerely yours,


Geraldine T. Scholl
Institute Director


Rivka Greenberg
Assistant Institute Director


Ida Holman
Assistant Institute Director


Jonathan C. McIntire
Assistant Institute Director

GTS/RG/IH/JCM:mas
enclosures



STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

Dear Institute Participant:

On behalf of the State Consultants of the Visually Handicapped, welcome to what may prove to be one of the most important conferences in the history of the education of the visually handicapped.

Rarely, if ever, have we been faced with so many serious and difficult challenges, funding cuts, changes in federal and state law and regulations, service and staff cutbacks and shortages, etc. etc. etc...

You have been selected as a participant in this institute because of your leadership ability and expertise. I am hopeful that this institute, with its theme "Cooperation for Quality Services in a Period of Declining Resources", will assist us to pull together our collective leadership abilities and expertise to not only meet the challenges of the 1980's and maintain the existing quality of services, but to move forward to improve the quality of services and to meet the needs of the visually handicapped students we serve.

Throughout the history of the education of the visually handicapped, we have faced many difficult challenges. In fact, courageous individuals and organizations of and for the visually handicapped have led the way in the field of special education. Let us continue in that tradition.

Sincerely,

A handwritten signature in black ink that reads "Jack Hazekamp". The signature is fluid and cursive, with the first name "Jack" being more prominent.

Jack Hazekamp, President
State Education Consultants
for the Visually Handicapped

JH:jms

Workshop: Managing Stress
Saturday, February 20, 1982
7:30 - 9:30 P.M.
Clark Room

The workshop will be conducted by Mr. Kenneth W. Jones, Staff Development Coordinator, Human Resource Development, the University of Michigan. Mr. Jones holds an M.A. in organizational psychology and has completed Ph.D. requirements except for the dissertation, also in organizational psychology at the University of Michigan. He is a former psychology instructor and counselor at the University of Michigan. He has done research about stress through the Institute for Social Research, the University of Michigan and has publications in the Journal of Applied Psychology. Among his other affiliations, he is a member of the Public Awareness Task Force for the International Year of the Disabled Persons.

The workshop will be conducted primarily as an information-giving session because of the size of the group.

Stress is a normal part of everyday life for each of us. Whether the effects of that stress are positive or negative, though, depends on our ability to manage our stressors and control their results. Stress management is particularly vital for those who manage or supervise others, since subordinates are directly affected by many aspects of the supervisor's behavior.

The MANAGING STRESS workshop will help you:

- . Identify what stress is, where it comes from and what it does
- . Diagnose your present sources and levels of stress, both in your personal and professional life
- . Analyze your response to stressors in your environment
- . Develop plans for improving your stress management skills.

Workshop content will include:

- . A review of the biological sources and physiological consequences of stress
- . How to recognize, anticipate, and prevent certain stressors
- . Breathing, biofeedback, and relaxation techniques you can use in response to stress
- . Identifying your personal stressors and your effectiveness in handling them
- . Distinguishing between effective and ineffective stress responses (at work and at home)
- . Learning to use effective stress management in the work environment.



Digitized by the Internet Archive
in 2016 with funding from
American Printing House for the Blind, Inc.

<https://archive.org/details/specialstudyinst00unse>

Dissemin/Action

SIDE-BY-SIDE ASSISTANCE

TO

PERSONNEL PREPARATION

*In the process of successful innovation,
the greatest change is in the change agent.*

DISSEMIN/ACTION

(703) 931-4420

CARTER ALLEN
Project Director

CHARLES "SKIP" MACARTHUR
Associate Director

SYLVIA JOHNSON
Information Specialist

JUDY SMITH

SUSAN THORNTON
Project Secretary

Dissemin/Action is a national significance project funded by the Division of Personnel Preparation, Office of Special Education. These materials were developed under a grant from the Office of Special Education, Department of Education. However, the contents do not necessarily represent the policy of that agency, and endorsement by the Federal Government should not be assumed.

INTRODUCTION TO DISSEMIN/ACTION

Dissemin/Action is a national significance project funded by the Division of Personnel Preparation, Office of Special Education. It was created to stimulate and assist in the responsible dissemination of practices that prepare personnel to work with handicapped children and youth. Such dissemination is far more than the distribution of information: it is aimed at replicating effective practices and adapting them to new settings. While there are a number of criteria that can be used in the selection of practices for replication, there are three that form the bottom line in responsible dissemination:

1. DOES IT WORK? What evidence can the developer furnish to demonstrate that this practice is effective in achieving what it claims?
2. WHAT ARE THE ESSENTIAL ELEMENTS OF THE PRACTICE? Has the developer described the practice in detail and spelled out what is essential so that it can be adapted to new settings without losing its effectiveness?
3. WHAT SUPPORT IS AVAILABLE FOR REPLICATION? Does the developer have a plan to support adopters of the practice with materials, training, and individual assistance?

Dissemin/Action offers individual technical assistance, training, and consultation to the developers and adopters of personnel preparation practices in all aspects of responsible dissemination. If you are a developer, Dissemin/Action can help you:

- * Review your present practices to identify those with potential for dissemination.
- * Demonstrate the effectiveness of your practice and, if appropriate, seek validation by the Joint Dissemination Review Panel.
- * Develop a prototypical description of your practice that specifies the elements essential for success.
- * Design a replication support system including awareness and instructional materials, training, and consultation.
- * Develop a prospectus to help potential adopters make an informed choice about your practice.
- * Prepare materials and products for publication or other distribution.

If you are seeking practices, Dissemin/Action can help you:

- * Find practices that meet your needs and are ready for replication.
- * Work with the developers to successfully adapt their practice to your setting.

The following pages describe the services of Dissemin/Action in response to a series of nine tasks involved in the dissemination of educational practices.

DISSEMINATION TASKS AND DISSEMIN/ACTION SERVICES

TASK 1: IDENTIFY PRACTICES TO DISSEMINATE.

An agency may review the practices it has developed to identify those that are effective and may be of significant value to others. Such practices may have been developed to solve problems of the developer rather than as self-conscious efforts to produce disseminable programs.

Dissemin/Action Services

- * Suggest criteria and procedures for review of existing practices.
- * Review program descriptions and evaluations, and suggest practices with potential for dissemination.
- * Help gather information on the need and demand for new practices and products.
- * Help gather information on practices and products already available.

TASK 2: DEVELOP A PRACTICE FOR DISSEMINATION.

An agency may decide to develop a practice with the specific intent of later dissemination. Appropriate documentation and evaluation should be planned from the beginning.

Dissemin/Action Services

- * Provide advice on field testing and evaluation and make referrals for more intensive consultation.
- * Help plan the documentation needed to specify the essential elements and other aspects of the practice.
- * Facilitate networking with related projects.
- * Help gather information on the need and demand for new practices and products.
- * Help gather information on practices and products already available.

TASK 3: DEMONSTRATE THE EFFECTIVENESS OF A PRACTICE

An important task before a practice is disseminated is to make a formal demonstration that the practice is effective. This involves identifying claims of effectiveness, assembling evidence that support those claims, and presenting a written demonstration to appropriate audiences. Developers with appropriate evidence may wish to seek national validation by the Joint Dissemination Review Panel or validation by a state panel.

Dissemin/Action Services

- * Review available information and identify possible claims of effectiveness and supporting evidence.
- * Suggest and help develop additional evidence needed for a more convincing demonstration.
- * Help locate evaluation instruments.
- * Help develop and distribute a written demonstration.
- * Provide information on alternatives for state and national validation.
- * Provide specific information on validation requirements and procedures.
- * Help to develop submissions to the Joint Dissemination Review Panel or state panels and to track their progress.

TASK 4: SPECIFY A PRACTICE AND ITS ESSENTIAL ELEMENTS

Before a practice can be successfully replicated by others, the developer must identify those elements that are essential to its success, based on available evidence and the judgments of staff and participants. This task is completed when a prototypical description of the practice has been developed, providing a detailed and complete description which highlights elements of the practice essential to its success.

Dissemin/Action Services:

- * Provide and help apply a step-by-step process for developing a prototypical description of the practice.
- * Help identify the components and the essential elements of the practice based on available evidence and the judgments of staff, field test participants, and outside experts.
- * Suggest ways of documenting how the practice is actually implemented in the original and field test sites.

TASK 5: DEVELOP A REPLICATION SUPPORT SYSTEM

The distribution of instructional materials is seldom sufficient by itself to appropriately support effective replication of a practice. An effective replication support system includes an integrated mix of instructional and management materials, training, and consultation.

Dissemin/Action Services:

- * Help plan an integrated replication support system.
- * Help develop awareness materials and strategies.
- * Help develop a prospectus to enable potential adopters to make an informed choice.
- * Help prepare management plans and budgets for replication.
- * Help package instructional materials and other products.
- * Help plan workshops, self-instructional materials, and other processes for training replicators.
- * Help plan strategies to provide consultation to replicators.

TASK 6: SUPPORT REPLICATION OF A PRACTICE

Replication of a practice by others requires effective support from the developer. This support can come in many forms--from intensive at-the-shoulder assistance to the distribution of instructional materials. The overall strategy for supporting replication should be continuously monitored to see that it is effective. This task is complete when the practice has been successfully replicated in one or more sites.

Dissemin/Action Services:

- * Help convey the practice to potential adopters.
- * Help establish and maintain communication between the developers and adopters.
- * Help plan an ongoing evaluation of the replication support system and revise the support plan as needed.

TASK 7: PREPARE AND DISTRIBUTE MATERIALS

Materials can be prepared and distributed as part of a replication support strategy or as separate materials that meet educational needs.

Dissemin/Action Services:

- * Supply information on publication and other options for distribution.
- * Make recommendations and referrals on package design, format, and production.
- * Make referrals to publishers and other distribution channels.

TASK 8: FINDING APPROPRIATE PRACTICES FOR REPLICATION

Agencies examine their operations to reveal where existing practices can be improved or where new practices are needed. Review of practices available from others, as well as a survey of internal resources, helps to decide if needs are best met through replication of an existing practice or through internal development activity.

Dissemin/Action Services:

- * Help locate programs in a particular area or with particular characteristics.
- * Make referrals to sources of practices for replication, such as the National Inservice Network.
- * Suggest criteria for reviewing existing practices.

TASK 9: REPLICATING A PRACTICE DEVELOPED BY OTHERS

Once an agency has decided to replicate a practice developed by others, the replication must be planned, installation and operation budgeted, materials acquired, and staff trained. The practice must be adapted to the new setting without changing essential elements. The replicated version of the practice must be evaluated.

Dissemin/Action Services:

- * Make referrals to existing sources of replication support, such as NDN state facilitators or support projects focused on specific areas.
- * Supply information on non-federal sources of funding and other replication support.
- * Help plan an ongoing evaluation of the replication.

Maximizing the IRCs

BRAILLE

- Major Sources
- Acquisition
- Production
- Duplication
- Personnel/Materials Needed
- Alternatives

LARGE PRINT

- Major Sources
- Acquisition
- Production
- Duplication
- Materials Needed
- Alternatives

TAPE

- Major Sources
- Acquisition
- Production
- Duplication
- Materials Needed
- Alternatives

DELIVERY

STORAGE

MAINTENANCE

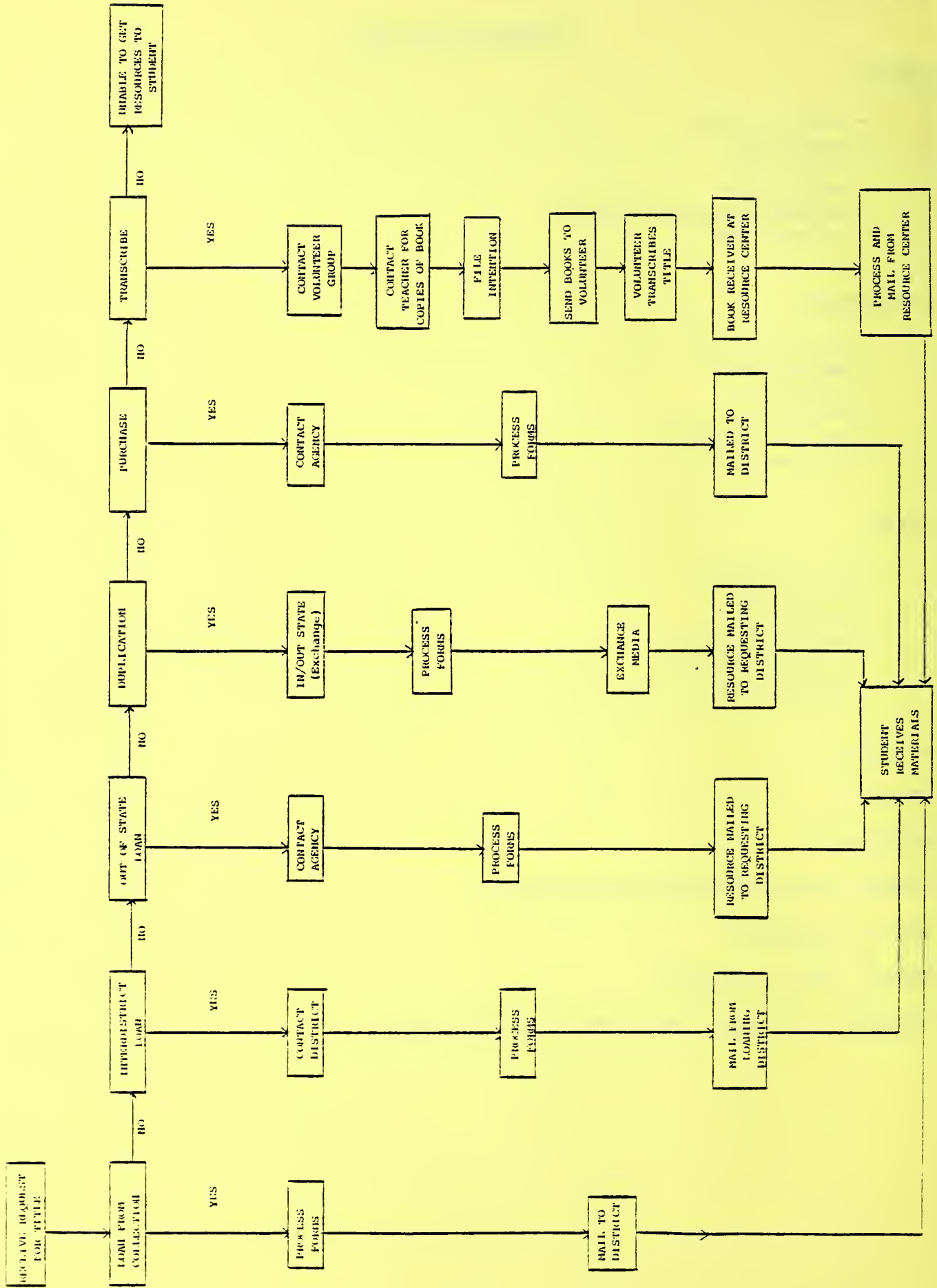
INSERVICE AND INFORMATION DISSEMINATION

USE OF VOLUNTEERS

FEDERAL QUOTA ALLOCATION

DESIGNING A MATERIALS AND SERVICE DELIVERY SYSTEM

MATERIALS DELIVERY SYSTEM



ASSOCIATION OF INSTRUCTIONAL RESOURCE CENTERS
FOR THE VISUALLY HANDICAPPED

The Association of Instructional Resource Centers for the Visually Handicapped (AIRC/VH) is an organization of persons having statewide responsibility for:

- delivery of large print, braille and/or tape textbooks to school-age visually handicapped students
- coordination of volunteer production of materials
- coordination of the state's Federal Quota Allocation Program

The AIRC/VH has identified the following goal:

To assist the state education agency in the delivery of materials and services to visually handicapped students in a timely manner and in an appropriate mode.

A meeting will be held annually during the American Printing House for the Blind annual meeting.

The Executive Committee will address AIRC/VH business between annual meetings.

AIRC/VH is an information sharing organization; there are no dues.

To become an AIRC/VH member, submit a letter from the state director of special education stating that the state has or is interested in starting a statewide Instructional Resource Center for the Visually Handicapped. Send the letter to Julie Todd, AIRC/VH President, 470 Glenmont Avenue, Columbus, Ohio, 43214.

Association of Instructional Resource Centers
for the Visually Handicapped

PRODUCTS

The following products have been developed by AIRC/VH:

- 1) Accessing Resources for School-Age Visually Handicapped Students: A Resource Book*
- 2) A Directory of State Instructional Resource Centers for the Visually Handicapped
- 3) Selected Materials Available to State Instructional Resource Centers for the Visually Handicapped
- 4) State Instructional Resource Centers for the Visually Handicapped: Braille, Large Print and Tape Textbooks - Loan, Duplication and Exchange Policies

The items are being disseminated in various ways, depending upon each product's purpose.

- 1) Accessing Resources for School-Age Visually Handicapped Students: A Resource Book

This resource book describes how to initiate and/or expand an Instructional Resource Center for the Visually Handicapped. Requests for this product should come from state level personnel.

* Available in standard print, large print, and braille.

- 2) A Directory of State Instructional Resource Centers for the Visually Handicapped

The directory contains a detailed profile/overview of the Instructional Resource Centers for the Visually Handicapped in eleven states. This listing is available to anyone upon request.

- 3) Selected Materials Available to State Instructional Resource Centers for the Visually Handicapped

AIRC/VH members have indicated items available at little or no cost. The directory and items listed are available to AIRC/VH members only.

FLORIDA

*Paul J. Lewis
Florida Instructional Materials Center
5002 North Lois Avenue
Tampa, Florida 33614
813/876-5016

ILLINOIS

*Alice Post
Services for the Visually Impaired
444 West Reynolds
Springfield, Illinois 62702
217/525-3300

IOWA

Ronald Fistler
Instructional Services Center
Iowa Braille and Sight Saving School
1002 "G" Avenue
Vinton, Iowa 52349
319/472-5221

KANSAS

Rebah Hubbard
Library and Depository for Visually Impaired and Blind
4558 North Hydraulic
Wichita, Kansas 67219

LOUISIANA

Charlene Bishop
Hearing Impaired/Visually Impaired Depository
Louisiana School for the Deaf
P.O. Box 3074
Baton Rouge, Louisiana 70821
504/342-6498

MICHIGAN

*Charles Harper
Media Center for the Visually Impaired
Pine at Maple Street
Lansing, Michigan 48913
517/373-9628

MINNESOTA

Joanne Jonson
State Services for the Blind, Communication Center
1745 University Avenue
St. Paul, Minnesota 55104
612/296-6723

MONTANA

Barbara Gillis
Montana School for Deaf and Blind
3911 Central Avenue
Great Falls, Montana 59401
406/453-1401

NEBRASKA

Don J. Pickering
Nebraska School for the Visually Handicapped
10th Street and 10th Avenue
Nebraska City, Nebraska 68410

NEW HAMPSHIRE

Lynne Albright
New Hampshire Instructional Materials Center
for the Visually Handicapped
3 Bud Way
Nashua, New Hampshire 03063

NEW JERSEY

*Pete Rossi
The George F. Meyer Textbook and Materials Center
1100 Raymond Boulevard
Newark, New Jersey 07102
201/648-2547

NEW MEXICO

*Bill Davis
New Mexico School for the Visually Handicapped
1900 North White Sands
Alamogordo, New Mexico 88310
505/437-3505

OHIO

*Julie Todd
Ohio Resource Center for Low Incidence and Severely
Handicapped
470 Glenmont Avenue
Columbus, Ohio 43214
614/262-6131

OREGON

Linda S. Schmoldt
Oregon Textbook and Media Center
for the Visually Handicapped
P.O. Box 3107
Portland, Oregon 97208
503/249-2000 x 568

PENNSYLVANIA

*Annette Rich

Pennsylvania Materials Center for the Visually Handicapped
4400 Franklin Street
Harrisburg, Pennsylvania 17111
717/564-1876

TENNESSEE

Carol McCarrol

Materials Library for the Visually Handicapped
Educational Media Center
1200 Foster Avenue
Nashville, Tennessee 37120

TEXAS

*Janie Fox Jones

Texas Education Agency
Division of Services for the Visually Handicapped
201 East 11th Street
Austin, Texas 78701
512/475-3507

VIRGINIA

*Sue Cobb

Virginia Commission for the Visually Handicapped
1402 Overbrook Road
Richmond, Virginia 23220
804/264-3145

WASHINGTON

*William Kalenius

Special Education Materials Clearinghouse and Depository
10020 Gravelly Lake Drive, SW
Tacoma, Washington 98499
206/756-8517

WISCONSIN

Gerald Atkins

Professional Services Center
1700 West State Street
Janesville, Wisconsin 53545

* Executive Committee

WHY DO PEOPLE VOLUNTEER?

VOLUNTEER: The National Center for Citizen Involvement
October 1980

1. Lou Harris and Associates, Volunteers Look at Corrections, 1969.

Find need to help others	54%
Find work interesting	29
Help to make community better	28
Want to keep busy	2
Chance to learn a new skill	1

2. ACTION, Americans Volunteer - 1974, 1975.

Wanted to help people	60%
Enjoyed volunteer work	49
Sense of duty	38
Had a child in program	16
Could not refuse when asked	11
Had nothing else to do	2
Hoped would lead to a paid job	2

3. Battelle Institute, Volunteer Service: A Study of Potential, 1979

Enjoy doing these things	95%
Learn and get experience	68
Somebody asked me	62
Child in program	51
Personal belief: duty to help	45
Knew someone who did it	43
Wanted to help	40
Religious concerns	9

4. Gallup Poll, Americans Volunteer, 1981

Thought would enjoy work, feel needed	29%
Wanted to be useful, help others, do good deeds	45
Wanted to learn and get experience; help get a job	11
Child, relative, or friend in program	23
Religious concerns	21
Had a lot of free time	6
Had an interest in activity or work	35
Thought would help keep taxes down	5

THE AMERICAN VOLUNTEER - 1981
VOLUNTEER
National Center for Citizen Involvement
September 1981

VOLUNTEER POPULATION: 92 million

52% Adults	*	47% in structured	*	31% volunteer at least
53% Teens	*	organizations	*	2 hours per week

ACTIVITIES:	% of Volunteers	% of Population
Church	37%	19%
Health	23%	12%
Education	23%	12%
Recreation	13%	7%
Political	11%	6%
Citizenship	11%	6%
Community Action	11%	6%
Social Welfare	10%	5%
Arts & Culture	5%	3%
Justice	2%	1%
Informal/Alone	44%	23%
Work-related	11%	6%
Fundraising	11%	6%

DEMOGRAPHICS:

Sex:		Income:	
Males	47%	7-9,999	35%
Females	56%	10-14,999	46%
Education:		15-19,999	53%
College	75%	20,000+	63%
Some College	65%	40,000+	62%
High School	54%	Marital Status:	
Some High School	31%	Married	53%
Grade School	26%	Single	58%
Region:		W/D/S:	42%
East	51%	Age:	
Midwest	54%	14-17	53%
South	48%	18-24	54%
West	57%	25-44	59%
Employment:		45-54	55%
FTE	55%	55-64	45%
PTE	65%	65+	37%
NE	45%	Household Size:	
Race:		1	41%
White	54%	2	47%
Non-white	41%	3	55%
Hours Donated-3 Month Period		4+	59%
100+	16%	Geography:	
37-99	19%	Metropolitan	46%
13-36	25%	Suburban	55%
1-12	25%	Non-SMSA	55%
None	15%		

Irwin Brod February 19, 1982

The Foundation Center

The Foundation Center was incorporated in 1956 as an educational institution by the Board of Regents of the University of the State of New York. It is an independent agency, dedicated to the public interest and governed by its own board of trustees, usually half of whom are foundation officials and half public members from outside the foundation field.

The Center gathers and disseminates factual information on the philanthropic foundations through programs of library service, publication, and research. It has organized a nationwide network of foundation reference collections for free public use. These collections fall within three basic categories. The four reference libraries operated by the Center offer the widest variety of user services and the most comprehensive collections of foundation materials, including all of the Center's publications; books, services and periodicals on foundations and philanthropy; and foundation annual reports, newsletters, and press clippings. The New York and Washington, D.C. libraries contain the IRS returns for all currently active

private foundations in the U.S. The Cleveland and San Francisco libraries contain the IRS records for those foundations in the midwestern and western states, respectively. The cooperating collections generally contain IRS records for only those foundations within their state, although they may request information or copies of other records from the New York library.

- This symbol identifies reference collections operated by foundations or area associations of foundations. They are often able to offer special materials or provide extra services, such as seminars or orientations for users, because of their close relationship to the local philanthropic community.

All other collections are operated by cooperating libraries. Generally they are located within public institutions and are open to the public during a longer schedule of hours and also offer visitors access to a well-developed general library research collection.

Please telephone individual libraries for more information about their holdings or hours.

Reference Collections Operated by The Foundation Center

The Foundation Center
888 Seventh Avenue
New York, New York 10106
212-975-1120

The Foundation Center
1001 Connecticut Avenue, NW
Washington, D.C. 20036
202-331-1400

The Foundation Center
Kent H. Smith Library
739 National City Bank Bldg.
629 Euclid
Cleveland, Ohio 44114
216-861-1933

The Foundation Center
312 Sutter Street
San Francisco, Calif. 94108
415-397-0902

Cooperating Collections

ALABAMA

Birmingham Public Library
2020 Park Place
Birmingham 35203
205-254-2541

Auburn University at Montgomery Library
Montgomery 36193
205-279-9110

ALASKA

University of Alaska, Anchorage Library
3211 Providence Drive
Anchorage 99504
907-263-1848

ARIZONA

Phoenix Public Library
Social Sciences Subject Department
12 East McDowell Road
Phoenix 85004
602-262-4782

Tucson Public Library
Main Library
200 South Sixth Avenue
Tucson 85701
602-791-4393

ARKANSAS

Westark Community College Library
Grand Avenue at Waldron Rd.
Fort Smith 72913
501-785-4241

Little Rock Public Library
Reference Department
700 Louisiana Street
Little Rock 72201
501-374-7546

CALIFORNIA

California Community Foundation
1644 Wilshire Boulevard
Los Angeles 90017
213-413-4042

San Diego Public Library
820 E Street
San Diego 92101
714-236-5816

Santa Barbara Public Library
Reference Section
40 East Anapamu
P. O. Box 1019
Santa Barbara 93102
805-962-7653

COLORADO

Denver Public Library
Sociology Division
1357 Broadway
Denver 80203
303-573-5152

CONNECTICUT

Hartford Public Library
Reference Department
500 Main Street
Hartford 06103
203-525-9121

DELAWARE

Hugh Morris Library
University of Delaware
Newark 19711
302-738-2965

FLORIDA

Jacksonville Public Library
Business, Science, and Industry Department
122 North Ocean Street
Jacksonville 32202
904-633-3926

Miami - Dade Public Library
Florida Collection
One Biscayne Boulevard
Miami 33132
305-579-5001

GEORGIA

Atlanta Public Library
1 Margaret Mitchell Square at Forsyth and Carnegie Way
Atlanta 30303
404-688-4636

HAWAII

Thomas Hale Hamilton Library
University of Hawaii
General Reference Department
2550 The Mall
Honolulu 96822
808-948-7214

IDAHO

Caldwell Public Library
1010 Dearborn Street
Caldwell 83605
208-459-3242

ILLINOIS

- Donors Forum of Chicago
208 South LaSalle Street
Chicago 60604
312-726-4882

Sangamon State University
Library
Shepherd Road
Springfield 62708
217-786-6633

INDIANA

Indianapolis - Marion County
Public Library
40 East St. Clair Street
Indianapolis 46204
317-269-1733

IOWA

Public Library of Des Moines
100 Locust Street
Des Moines 50309
515-283-4259

KANSAS

Topeka Public Library
Adult Services Department
1515 West Tenth Street
Topeka 66604
913-233-2040

KENTUCKY

Louisville Free Public Library
Fourth and York Streets
Louisville 40203
502-584-4154

LOUISIANA

East Baton Rouge Parish Library
Centroplex Library
120 St. Louis Street
Baton Rouge 70802
504-344-5291

New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans 70140
504-586-4919

MAINE

University of Southern Maine
Center for Research and
Advanced Study
246 Deering Avenue
Portland 04102
207-780-4411

MARYLAND

Enoch Pratt Free Library
Social Science and History
Department
400 Cathedral Street
Baltimore 21201
301-396-5320

MASSACHUSETTS

- Associated Grantmakers of
Massachusetts
294 Washington Street
Suite 501
Boston 02108
617-426-2608

Boston Public Library
Copley Square
Boston 02117
617-536-5400

MICHIGAN

Alpena County Library
211 North First Avenue
Alpena 49707
517-356-6188

Henry Ford Centennial Library
16301 Michigan Avenue
Dearborn 48126
313-943-2337

Purdy Library
Wayne State University
Detroit 48202
313-577-4040

Michigan State University
Libraries

Reference Library
East Lansing 48824
517-353-8816

University of Michigan - Flint
UM-F Library
Reference Department
Flint 48503
313-762-3408

Grand Rapids Public Library
Sociology and Education Dept.
Library Plaza
Grand Rapids 49502
616-456-4411

Michigan Technological
University Library
Highway U.S. 41
Houghton 49931
906-487-2507

MINNESOTA

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis 55401
612-372-6555

MISSISSIPPI

Jackson Metropolitan Library
301 North State Street
Jackson 39201
601-944-1120

MISSOURI

- Clearinghouse for Mid-
continent Foundations
Univ. of Missouri, Kansas City
Law School, Suite 1-300
52nd Street and Oak
Kansas City 64110
816-276-1176

Kansas City Public Library
311 East 12th Street
Kansas City 64106
816-221-2685

- Metropolitan Association for
Philanthropy, Inc.
5600 Oakland, G-324
St. Louis 63110
314-647-2290

Springfield - Greene County
Library
397 East Central Street
Springfield 65801
417-869-4621

MONTANA

Eastern Montana College
Library
Reference Department
Billings 59101
406-657-2337

NEBRASKA

W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha 68102
402-444-4822

NEVADA

Clark County Library
1401 East Flamingo Road
Las Vegas 89109
702-733-7810

Washoe County Library
301 South Center Street
Reno 89505
702-785-4190

NEW HAMPSHIRE

- The New Hampshire Chari-
table Fund
One South Street
P. O. Box 1335
Concord 03301
603-225-6641

NEW JERSEY

New Jersey State Library
Governmental Reference
185 West State Street
P. O. Box 1898
Trenton 08625
609-292-6220

NEW MEXICO

New Mexico State Library
300 Don Gaspar Street
Santa Fe 87501
505-827-2033

NEW YORK

New York State Library
Cultural Education Center
Humanities Section
Empire State Plaza
Albany 12230
518-474-7645

Buffalo and Erie County Public
Library
Lafayette Square
Buffalo 14203
716-856-7525

Levittown Public Library
Reference Department
One Bluegrass Lane
Levittown 11756
516-731-5728

Plattsburgh Public Library
Reference Department
15 Oak Street
Plattsburgh 12901
518-563-0921

Rochester Public Library
Business and Social Sciences
Division
115 South Avenue
Rochester 14604
716-428-7328

Onondaga County Public
Library
335 Montgomery Street
Syracuse 13202
315-473-4491

NORTH CAROLINA

North Carolina State Library
109 East Jones Street
Raleigh 27611
919-733-3270

- The Winston-Salem Foun-
dation
229 First Union National Bank
Building
Winston-Salem 27101
919-725-2382

NORTH DAKOTA

The Library
North Dakota State University
Fargo 58105
701-237-8876

OHIO

Public Library of Cincinnati
and Hamilton County
Education Department
800 Vine Street
Cincinnati 45202
513-369-6940

Toledo - Lucas County
Public Library
Social Science Department
325 Michigan Street
Toledo 43624
419-255-7055 ext. 221

OKLAHOMA

- Oklahoma City Community
Foundation
1300 North Broadway
Oklahoma City 73103
405-235-5621

Tulsa City-County Library
System
400 Civic Center
Tulsa 74103
918-581-5144

OREGON

Library Association of Portland
Education and Documents Rm.
801 S.W. Tenth Avenue
Portland 97205
503-223-7201

PENNSYLVANIA

The Free Library of Philadelphia
Logan Square
Philadelphia 19103
215-686-5423

Hillman Library
University of Pittsburgh
Pittsburgh 15260
412-624-4528

RHODE ISLAND

Providence Public Library
Reference Department
150 Empire Street
Providence 02903
401-521-7722

SOUTH CAROLINA

South Carolina State Library
Reader Services Department
1500 Senate Street
Columbia 29211
803-758-3181

SOUTH DAKOTA

South Dakota State Library
State Library Building
322 South Fort Street
Pierre 57501
605-773-3131

TENNESSEE

Resources Center for Non-
Profit Agencies, Inc.
502 Gay Street, Suite 201
P. O. Box 1606
Knoxville 37901
615-521-6034

Memphis Public Library
1850 Peabody Avenue
Memphis 38104
901-528-2957

TEXAS

• The Hogg Foundation for
Mental Health
The University of Texas
Austin 78712
512-471-5041

Corpus Christi State
University Library
6300 Ocean Drive
Corpus Christi 78412
512-991-6810

Dallas Public Library
Grants Information Service
1954 Commerce Street
Dallas 75201
214-748-9071 ext. 332

- El Paso Community Foundation
El Paso National Bank Building
Suite 1616
El Paso 79901
915-533-4020

Houston Public Library
Bibliographic & Information
Center
500 McKinney Avenue
Houston 77002
713-224-5441 ext. 265

- Funding Information Library
Minnie Stevens Piper
Foundation
201 North St. Mary's Street
Suite 100
San Antonio 78205
512-227-4333

UTAH

Salt Lake City Public Library
Information and Adult Services
209 East Fifth South
Salt Lake City 84111
801-363-5733

VERMONT

State of Vermont Department
of Libraries
Reference Services Unit
111 State Street
Montpelier 05602
802-828-3261

VIRGINIA

Grants Resources Library
Ninth Floor
Hampton City Hall
Hampton 23669
804-727-6496

Richmond Public Library
Business, Science, & Tech-
nology Department
101 East Franklin Street
Richmond 23219
804-780-8223

WASHINGTON

Seattle Public Library
1000 Fourth Avenue
Seattle 98104
206-625-4881

Spokane Public Library
Reference Department
West 906 Main Avenue
Spokane 99201
509-838-3361

WEST VIRGINIA

Kanawha County Public Library
123 Capitol Street
Charleston 25301
304-343-4646

WISCONSIN

Marquette University Memorial
Library
1415 West Wisconsin Avenue
Milwaukee 53233
414-224-1515

WYOMING

Laramie County Community
College Library
1400 East College Drive
Cheyenne 82001
307-634-5853

CANADA

- The Canadian Centre for
Philanthropy
12 Sheppard Street, 3rd Floor
Toronto, Ontario M5H 3A1
416-364-4875

MEXICO

Biblioteca Benjamin Franklin
Londres 16
Mexico City 6, D.F.

PUERTO RICO

Consumer Education and
Service Center
Department of Consumer
Affairs
Minillas Central Government
Building North
Santurce 00904

VIRGIN ISLANDS

College of the Virgin Islands
Library
Saint Thomas
U.S. Virgin Islands 00801
809-774-1252

FOUNDATION CENTER PUBLICATIONS

Publications of The Foundation Center are the primary working tools of every serious grantseeker. They are also used by grantmakers, scholars, journalists, regulators, and legislators: in short, by everyone seeking any type of factual information on foundation philanthropy. Copies of all publications are available for examination free of charge at any of the regional collections listed on page xxvii. Publications may be ordered from The Foundation Center, 888 Seventh Avenue, New York, NY 10106; please include prepayment and complete shipping address. For additional information or to place credit card orders, call toll free 800-424-9836.

SOURCE BOOK PROFILES

Source Book Profiles is an annual subscription service offering an in-depth picture of the 1,000 largest foundations, breaking down each one's giving patterns by subject area, type of support, and type of recipient. The service operates on a two-year publishing cycle, with each one-year Series covering 500 foundations. Each bimonthly installment includes about 85 new 3-6 page profiles; *Foundation Profiles Update*, a new service which monitors changes in address, telephone, personnel or program direction at any of the top 1,000 foundations; and a revised, cumulative set of indexes to all 1,000 foundations covered in the two-year cycle by name, subject interest, type of grants awarded, and city and state location or concentration of giving.

Series 4 (1981)—\$200 annual subscription—
ISBN 0-87954-037-0.

Series 3 (1979-80)—\$200 set of 500—
ISBN 0-87954-024-9.

NATIONAL DATA BOOK, 5th EDITION

Lists the over 22,000 currently active grantmaking foundations in the U.S. in one easy-to-use volume arranged by state in descending order by their annual grant totals. A separate alphabetical index to foundation names is also included. Foundation entries include name, address, and principal officer, plus full fiscal data (market value of assets, grants paid, gifts received, and fiscal period) and an indication of which foundations publish annual reports. The National Data Book will help you find the address of any active U.S. foundation, locate all foundations in a particular city or state, identify all foundations which issue annual reports, and profile foundation assets or giving levels by state or region.

2 volumes. Annually in January.

ISBN 0-87954-039-7. \$45

CORPORATE FOUNDATION PROFILES

Includes comprehensive analyses of over 200 of the nation's largest company-sponsored foundations, with full subject, type of support, and geographic indexes. Summary financial data is provided for more than 300 additional corporate foundations. Entries are drawn from *Source Book Profiles* and include address and telephone number, complete information about the parent company, financial data, an analysis of the foundation's giving program, and information regarding the foundation's policies, guidelines, and application procedures.

1980. 512 pages.

ISBN 0-87954-038-9. \$50

FOUNDATION GRANTS TO INDIVIDUALS, 2nd EDITION

The only publication devoted entirely to foundation grant opportunities for individual applicants. The second edition provides full descriptions of the programs for individuals of about 950 foundations. Entries also include foundation addresses and telephone numbers, names of trustees and staff, and sample grants. A completely revised 3rd edition is scheduled for publication in November, 1981.

2nd edition, 1979. 236 pages.

ISBN 0-87954-025-7. \$15

FOUNDATION GRANTS INDEX ANNUAL

Lists the grants of \$5,000 or more awarded to nonprofit organizations by over 400 major U.S. foundations. The 1980 edition is the largest index ever, listing 21,590 grants and including an expanded analytical introduction. The volume is arranged alphabetically by state and foundation name. Each entry notes the amount and date of the grant, name and location of the recipient, and a brief description of the grant. Indexes to grant recipients and subject keywords and phrases, and a combined subject and geographic category index are provided.

Annually in April.

ISBN 0-87954-040-0. \$30

COMSEARCH PRINTOUTS

COMSEARCH Printouts are computer-produced guides to foundation grants published in the annual volume of *The Foundation Grants Index* arranged in easy-to-use subject and geographic listings. *COMSEARCH: Subjects* includes 68 separate subject listings of grant infor-

mation which can be ordered as a complete set on microfiche or by the particular subject area of interest. *COMSEARCH: Geographic* lists grants awarded to recipients in each of ten states and two cities. A new series, *COMSEARCH: Special Topics*, includes four computer printouts drawn from the Center's specialized databases. They include the 1,000 largest foundations in the U.S. by asset size, the 1,000 largest foundations in the U.S. by annual grant totals, the 600 largest company-sponsored foundations, and 1,400 operating foundations which administer their own projects or programs.

Series published annually in May; full list of categories available on request.

FOUNDATION FUNDAMENTALS: A GUIDE FOR GRANTSEEKERS

This comprehensive, easy-to-read guidebook written by Carol Kurzig presents all of the facts you need to understand the world of foundations and to identify foundation funding sources for your organizations. The book includes 12 tables with information on grants and giving, plus 46 illustrations which take the reader step-by-step through the funding research process. Comprehensive bibliographies and detailed research examples are also supplied.

1980. 148 pages.

ISBN 0-87954-026-5. \$4.95

DIRECTORY OF EVALUATION CONSULTANTS

Edited by Richard Johnson, Exxon Education Foundation, this directory lists over 400 individuals and organizations available to provide evaluation services

to all types of agencies and organizations. Indexes by geographic area, subject focus, and name provide help in locating appropriate consultants. The editor's introduction offers advice on selecting and working with evaluation consultants.

1981.

ISBN 0-87954-035-4. \$8.95

OTHER PUBLICATIONS

Conducting Evaluations: Three Perspectives: a collection of three thought-provoking essays which explore the issues involved in evaluation from the viewpoint of the granting agency, the grant recipient, and the professional evaluation community.

1980.

ISBN 0-87954-036-2. \$2.95

Foundations Today: Current Facts and Figures on Private Foundations: this pamphlet presents a brief overview of the general characteristics of foundations, current fiscal status of foundations, and trends in foundation giving.

1981.

22 pages. \$1.50

Philanthropy in the United States: History and Structure: this pamphlet by F. Emerson Andrews describes the history of philanthropy in the U.S. with emphasis on its present structure and dimensions. It describes the various types of foundations, the fields which have most benefited from foundation giving, and the effect of increased governmental scrutiny.

35 pages. \$1.50

The Foundation Directory. Edition 8 includes the latest information on all American foundations whose assets exceed \$1 million or whose annual grants total \$100,000 or more. Development officers, educators, librarians, arts administrators, social service directors, foundation officials—in short, everyone needing to know about foundations and fund raising—turn first to *The Foundation Directory*.

672 pages 20 charts and tables 8½ × 11 inches Glossary of terms

ISBN—087954-0429

ISSN—0071-8092

\$45 (includes postage and handling)

- Entirely new descriptions of the 3,363 largest U.S. foundations—225 more foundations than met the same criteria for the 7th edition two years ago
- The foundations described have assets of \$38.6 billion and make grants of \$2.5 billion annually—representing 93% of all foundation assets and 89% of all grants
- A description of the purposes and activities of each foundation—along with financial information, names of key officers and grant application procedures
- Details on over 600 corporate foundations. Growth in this philanthropic sector has been dramatic, with gifts for endowment or current grantmaking up over 192% in the last 4 years. More corporate foundations are described in *The Foundation Directory* than in any other published source—even those that focus solely on corporate donors.
- The most complete statistical breakdown available of the foundation world. Analyses by asset and grant size and by geo-

- graphic location; studies of the effects of inflation since 1975 on the different types of foundations and on trends in foundation formation; grants analyses by major areas of funding, activity subcategories, and types of recipients.
- New tabbed indexes make it easier for you to look up foundations by (1) fields of interest (2) state and city (3) name (4) and by their donors, trustees and administrators
- New chart highlighting the general characteristics of the four types of foundations—includes source of funds, decision-making authority, grantmaking activity, and reporting requirements.
- Published since 1960 by The Foundation Center, the national nonprofit center for foundation information. Experienced editors designed Edition 8 to give you exactly the information you want—the who, what, where, and why of foundation grantmaking.

SPECIAL STUDY INSTITUTE

List of Participants by Region



REGION I

*CONNECTICUT, MAINE, MASSACHUSETTS, NEW HAMPSHIRE,
NEW JERSEY, NEW YORK, RHODE ISLAND, VERMONT*

CONNECTICUT

*Lars Guldager
Oak Hill School*

*Robert E. Long
State Board of Education and Services for the Blind*

*Rebecca D. McGlamery
Oak Hill School*

MAINE

*David P. Dorr
Special Education for Blind/Visually Handicapped*

MASSACHUSETTS

*Sherrill Butterfield
Boston College*

*Robert Dantona
Perkins School for the Blind*

*Richard Jackson
Boston College*

*Mary M. Keefe
Boston Public Schools*

*Karen Ross
Boston College*

*Wendy Small
Massachusetts Department of Education*

MASSACHUSETTS, Cont.

John D. Stager
Massachusetts Department of Education

Charles C. Woodcock
Perkins School for the Blind

NEW HAMPSHIRE

William Finn
New Hampshire Educational Services for the Visually Handicapped

NEW JERSEY

Joan B. Chase
College of Medicine and Dentistry of New Jersey, Rutgers Medical School

Vahram Kashmanian
New Jersey Commission for the Blind

Pete Rossi
New Jersey Commission for the Blind

NEW YORK

Zita Auerbach
Nassau BOCES, Program for Vision Impaired

Robert A. Bowers
Teachers College, Columbia University

Nancy W. Bryant
New York Institute for the Education of the Blind

Laurence Gardner
Teachers College, Columbia University

Francis Irzyk
Teachers College, Columbia University

Kathleen Mary Huebner
SUNY College of Arts & Sciences at Geneseo

Mary Ann Lang
New York Association for the Blind

Rita Madden
New York Institute for the Education of the Blind

NEW YORK, Cont.

Daniel Ryan
The University of the State of New York

Rona Shaw
Dominican College

Rosanne K. Silberman
Hunter College of the City University of New York

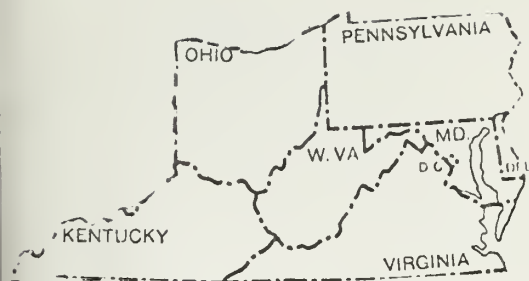
TBA
New York State School for the Blind

RHODE ISLAND

George P. Barros
State Department of Education

VERMONT

--



REGION II

DISTRICT OF COLUMBIA, DELAWARE, KENTUCKY, MARYLAND,
OHIO, PENNSYLVANIA, VIRGINIA, WEST VIRGINIA

DISTRICT OF COLUMBIA

Jacqueline M. Dickerson
Tyler School

DELAWARE

Marion Levenberg
Division for the Visually Handicapped

J. Lynne Young
Division for the Visually Handicapped

KENTUCKY

Hilda Caton
University of Louisville

Julia French
Bureau of Education of Exceptional Children

Jan Moseley
Jefferson County Schools

Betty Wommack
Kentucky School for the Blind

MARYLAND

Ann T. Bertsch
Prince George's County Public Schools

Loretta McGraw
Maryland School for the Blind

MARYLAND, Cont.

Rosemary O'Brien
Vision Services Center

J. Deborah Sterrett
Program Development and Assistance Branch

Richard L. Welsh
Maryland School for the Blind

OHIO

Dennis L. Holmes
Ohio State School for the Blind

Ruth Lindecker
University of Toledo

Julie Todd
Ohio Resource Center for Low Incidence and Severely Handicapped

Marjorie E. Ward
Ohio State University

PENNSYLVANIA

Richard Dalton
Bucks County Intermediate Unit

Jane Erin
Western Pennsylvania School for Blind Children

Kay Ferrell
University of Pittsburgh

Joseph J. Kerr
Overbrook School for the Blind

Susan M. Kershman
Temple University

Ileen L.S. Kurfeerst
Morningside Administrative Center

Jeanne Leiper
Capital Area Intermediate Unit #15

Elinor Long
Pennsylvania Deaf-Blind Center

PENNSYLVANIA, Cont.

Albert K. Mastantuono
Western Pennsylvania School for Blind Children

Mary W. Moore
University of Pittsburgh

Ralph L. Peabody
University of Pittsburgh

Annette L. Rich
Pennsylvania Materials Center for the Visually Handicapped

Ben H. Williams
Montgomery County Intermediate Special Education Center

VIRGINIA

Philip A. Bellefleur
Virginia School for the Deaf and Blind at Hampton

Susan S. Cobb
Virginia Commission for the Visually Handicapped

Julie Jones
AEVH Executive Office

Elizabeth W. Lewis
Virginia School for the Deaf and the Blind

Kathleen Megivern
AAWB Executive Office

Charles (Skip) MacArthur
Dissemin/Action

Mary E. McManus
University of Virginia

Michael D. Orlansky
University of Virginia

Glen R. Slonneger, Jr.
Virginia Department for the Visually Handicapped

Don L. Walker
University of Virginia

WEST VIRGINIA



REGION III

*ILLINOIS, INDIANA, IOWA, MICHIGAN,
MINNESOTA, MISSOURI, WISCONSIN*

ILLINOIS

*Toni Heinze
Northern Illinois University*

*Gaylen Kapperman
Northern Illinois University*

*Mary L. Loken
Alternative and Special Programs*

*Phyllis J. O'Connor
Illinois State University*

*Alice M. Post
Springfield School District #186*

*Evelyn Rex
Illinois State University*

*Richard G. Umsted
Illinois School for the Visually Impaired*

INDIANA

*Bashir A. Masoodi
Gary Community Schools*

IOWA

*Gail Sullivan-Fleig
Department of Public Instruction*

MICHIGAN

Lou Alonso
Michigan State University

George Gore
Michigan State University

Kenneth A. Hanninen
Wayne State University

Deborah J. Livingston-White
Michigan Department of Education

Frank Wawrzaszek
Eastern Michigan University

MINNESOTA

Carl T. Johnson
Minnesota Braille and Sight Saving School

Joanne Jonson
Communication Center, State Services for the Blind

Marilyn Sorensen
Special Education Section

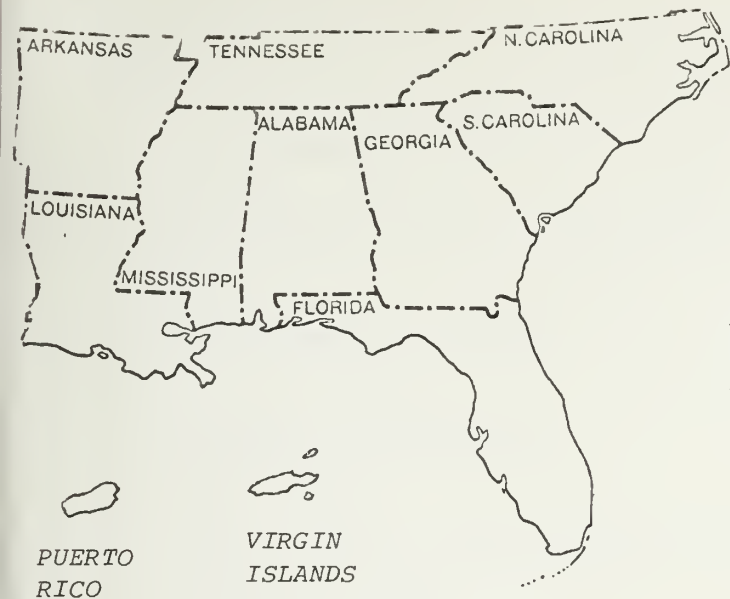
MISSOURI

Louis M. Tutt
Missouri School for the Blind

WISCONSIN

Bill English
Wisconsin School for the Visually Handicapped

Andrew Papineau
Department of Public Instruction



REGION IV

ALABAMA, ARKANSAS, FLORIDA, GEORGIA,
LOUISIANA, MISSISSIPPI, NORTH CAROLINA,
PUERTO RICO, SOUTH CAROLINA, TENNESSEE, VIRGIN
ISLANDS

ALABAMA

Ron Garrett
Alabama School for the Blind

Brenda Garrett
Alabama School for the Blind

ARKANSAS

Bob Brasher
Public School Vision Services

Dan Head
University of Arkansas

J.M. Woolly
Arkansas School for the Blind

FLORIDA

William F. Benchik
Broward County Vision Program

Laura Cooper Brown
Visually Impaired Program

Suzanne A. Dalton
Florida Instructional Materials Center

FLORIDA, Cont.

John Gunia
Florida School for the Deaf and the Blind

Gideon Jones
Florida State University

Marie H. Kovecsi
Department of Education

Paul J. Lewis
Florida Instructional Materials Center

Rosemary H. Stokes
Orange County Public Schools

GEORGIA

Pat Carpenter
DeKalb County Public Schools

Isabella C. Holmes
Georgia Department of Education

Richard E. Hyer, Jr.
Georgia Academy for the Blind

LOUISIANA

Richard Day
Louisiana School for the Visually Impaired

Billie Levy
Louisiana State Department of Education

Randall Scott
University of New Orleans, Lakefront

MISSISSIPPI

R.C. Benton
Mississippi School for the Blind

NORTH CAROLINA

Samuel J. Cole
The Governor Morehead School

NORTH CAROLINA, Cont.

Lloyd Wimberley
Department of Public Instruction

Alana M. Zambone-Ashley
North Carolina State University

PUERTO RICO

Celsa Alonso
Loaiza Cordero School for Blind

Awilda Nunez
Puerto Rico Department of Education

Cesar Rosario
University of Puerto Rico Station

Jose R. Santana
University of Puerto Rico Station

SOUTH CAROLINA

Ouida Fae Morris
University of South Carolina

Mary C. Powers
Office of Programs for the Handicapped, Department of Education

TENNESSEE

S.C. Ashcroft
Peabody College, Vanderbilt University

Gary Coker
Tennessee School for the Blind

Randall K. Harley
Peabody College, Vanderbilt University

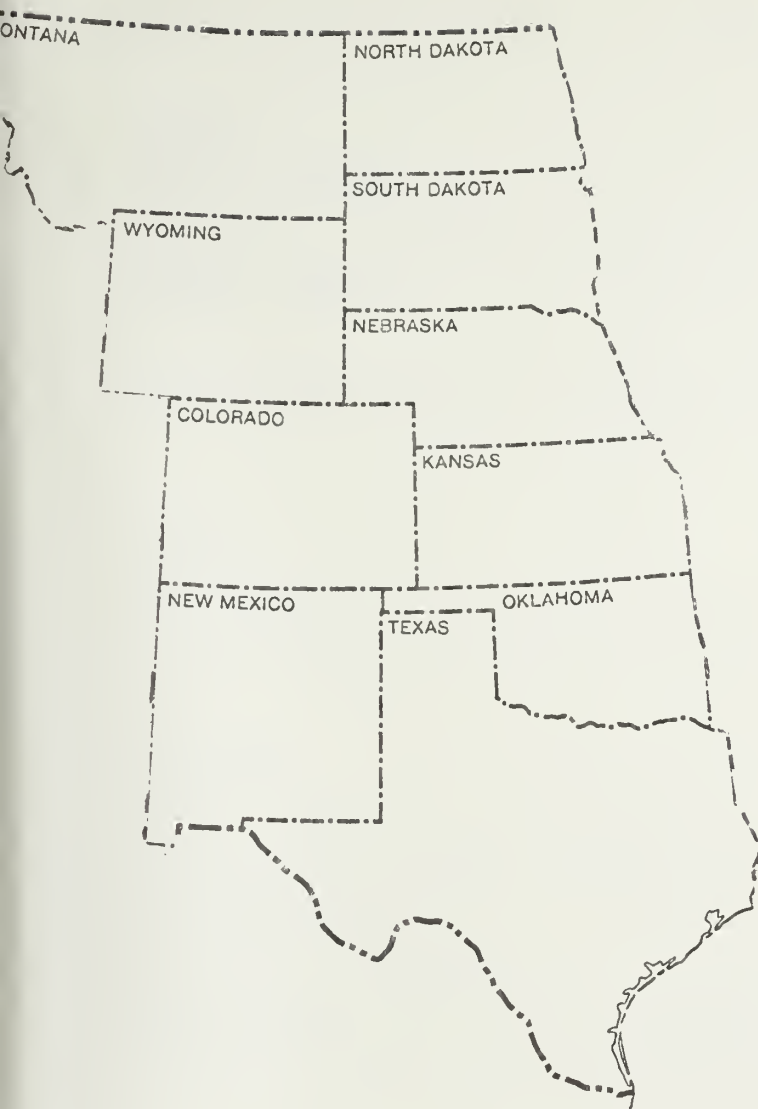
Everett Hill
Peabody College, Vanderbilt University

Carol McCarroll
Tennessee State Department of Education

Dolores B. Price
Tennessee State Department of Education

VIRGIN ISLANDS

--



REGION V

COLORADO, KANSAS, MONTANA, NEBRASKA,
NEW MEXICO, NORTH DAKOTA, OKLAHOMA,
SOUTH DAKOTA, TEXAS, WYOMING

COLORADO

Judy Anderson-Wright
University of Northern Colorado

Robert T. Dawson
Colorado School for the Deaf and the Blind

Grace Napier
University of Northern Colorado

W. Buck Schrotberger
Colorado Instructional Materials Center for the Visually Handicapped

KANSAS

Harold L. Hodges
Kansas State Department of Education

Rebah J. Hubbard
Wichita Regional Library for the Visually Impaired and Blind

Hugh A. Pace
Kansas State School for the Visually Handicapped

MONTANA

Bob Deming
Montana School for the Deaf and Blind

NEBRASKA

Dewaine Alcorn
University of Nebraska - Lincoln

Donna McKinley
Department of Education

Jerry Regler
Nebraska School for the Visually Handicapped

NEW MEXICO

Stanley E. Bourgeault
New Mexico State Department of Education

Bill Davis
New Mexico School for the Visually Handicapped

Joe Dominguez
New Mexico School for the Visually Handicapped

Barbara McDonald
New Mexico School for the Visually Handicapped

Jerry Watkins
New Mexico School for the Visually Handicapped

NORTH DAKOTA

Charles R. Borchert
North Dakota State School for the Blind

NORTH DAKOTA, Cont.

Ruth Hoglund
Visually Handicapped

Myrna Olson
The University of North Dakota

OKLAHOMA

R.M. Casey
Parkview School

SOUTH DAKOTA

Charles B. Boyer
South Dakota School for the Visually Handicapped

TEXAS

Natalie C. Barraga
University of Texas

William Bryan
Stephen F. Austin State University

Anne L. Corn
University of Texas

Emilie Kief
Stephen F. Austin State University

Rita Livingston
University of Texas

William H. Miller
Texas School for the Blind

Chuck Russell
Texas Education Agency

Virginia Sowell
Texas Tech University

Gloria Zimmerman
University of Texas

WYOMING

Robert E. Jackson
Services for the Visually Handicapped



REGION VI

ALASKA, ARIZONA, CALIFORNIA, GUAM,
HAWAII, IDAHO, NEVADA, OREGON, UTAH,
WASHINGTON

ALASKA

Jane Brodie
Alaska Blind/Visually Impaired Program

ARIZONA

Bess D. Kaplan
The Foundation for Blind Children

ARIZONA, Cont.

Kenneth Rislov
Arizona School for the Deaf and the Blind

Noel E. Stephens
Arizona State School for the Deaf and Blind

Ivan Terzieff
University of Arizona

CALIFORNIA

Sally Deitz
San Diego State University

Margo Dronek
Department of Education

Philip Hatlen
San Francisco State University

Jack Hazekamp
Department of Education

Sally Mangold
San Francisco State University

Fred Sinclair
Clearinghouse Depository for Handicapped Students

Rose-Marie Swallow
California State University at Los Angeles

Jeanne M. Vlachos
California School for the Blind

Pete Wurzburger
San Francisco State University

GUAM

--

HAWAII

Leatrice Chee
Special Education

HAWAII, Cont.

Penelope Tom
Hawaii School for the Deaf and the Blind

IDAHO

Michael F. Anderson
Boise District #1

Ron Darcy
Idaho State School for the Deaf and the Blind

Keith W. Tolzin
Idaho State School for the Deaf and the Blind

NEVADA

--

OREGON

Donald H. Edwards
Oregon State School for the Blind

Sheldon Maron
Portland State University

Ray S. Myers
Department of Education

Linda M. Schmoldt
Oregon Textbook and Media Center for the Visually Handicapped

UTAH

Robert W. Bischoff
Utah School for the Blind

J. Wayne Noble
Utah School for the Blind

WASHINGTON

Roy J. Brothers
Washington State School for the Blind

WASHINGTON, Cont.

Daniel Ludewick
State Department of Education

U.S. OFFICE OF EDUCATION

Richard R. Champion
Josephine L. Taylor

AMERICAN FOUNDATION FOR THE BLIND

Orieen Catledge, Region IV Consultant
William Gallagher
Dena Gruman
Eileen Hancock, Region VI Consultant
Dena Jaffe, Region III Consultant
Gerald Miller, Region I Consultant
Ed Ruch, Region II Consultant
Judy Scott, Region V Consultant
Susan Spungin
Carolyn Weihl
Marion Wurster

AMERICAN PRINTING HOUSE FOR THE BLIND

June E. Morris

CANADA

UNIVERSITY OF MICHIGAN

Geraldine Scholl

Rivka Greenberg

Ida Holman

Jonathan McIntire

Glenda Radine

Martha Sweigert

SPEAKERS

Joseph Ballard
Council for Exceptional Children

Irwin Brod
American Foundation for the Blind

Kenneth W. Jones
Human Resource Development, University of Michigan

Cheryl Kinsey
House Select Sub-Committee on Education

Stephen H. McCurley
VOLUNTEER: The National Center for Citizen Involvement

Sam Negrin
American Foundation for the Blind

Lee Robinson
National Association for Parents of the Visually Impaired

Iving Schloss
American Foundation for the Blind

William Wilkin
Former Executive Director, National Association of State Boards of Education

Peyton Williams, Jr.
Georgia Department of Education



SPECIAL STUDY INSTITUTE

*Leadership Personnel in the Education of the
Visually Handicapped*

*Cooperation for Quality Services in a Period
of Declining Resources*

Institute Materials

*Capitol Holiday Inn
550 C Street, S.W.
Washington, D.C.*

February 18-21, 1982

This Institute is sponsored by the University of Michigan, School of Education, Special Education Program.

This Special Study Institute is supported by Grant Number G007901155 (Project Number 029AH10160) from the DHEW: Bureau of Education for the Handicapped now the Department of Education, Office of Special Education. Project Officer is Ms. Josephine Taylor. The opinions herein do not necessarily reflect the opinion or policy of the United States Department of Education and no official endorsement by the United States Department of Education should be inferred.

TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Related Meetings and Other Events.	4
Planning Committee Members	5
AAWB Invite Letter	6
AGENDA, Thursday, February 18, 1982.	7
Overview, Thursday, February 18, 1982.	8
The Future of the Special Study Institutes	9
Chart 1, Tasks, Competencies, Program and Evaluation for Leadership Project Subcomponent.	11
Chart 2, Attendees of the Special Study Institutes for Leadership Personnel in the Education of the Visually Handicapped	14
Letter from Hugh Pace, CEARSVH	15
Letter from Julie Todd, AIRC/VH.	16
Letter from Phil Hatlen, C/U	17
Article, <u>Schools for the Eighties: 27.5 Miles Per Gallon.</u>	18
<u>Pan-O-Gram</u> and Fact Sheet.	20
<u>What Does the Future Hold for Handicapped and Gifted Children,</u> <u>Foundation for Exceptional Children.</u>	38
<u>Liaison Bulletin</u>	40
AGENDA, Friday, February 19, 1982.	48
Overview, Friday, February 19, 1982.	49
Chart 3, AFB Regions	50
AGENDA, Saturday, February 20, 1982.	51
Overview, Saturday, February 20, 1982.	52
Worksheet, IEP for Regional Program Improvement.	53
AGENDA, Sunday, February 21, 1982.	54
Overview, Sunday, February 21, 1982.	55

Introduction

This Special Study Institute is the fourth in a series designed initially for state education consultants for the visually handicapped. The 1979 Institute focused on change as it relates to the role of the state vision consultant. Changes in society, education and special education were reviewed and participants developed their personal plans for coping with change. The 1980 Institute was directed toward reviewing the process and procedures useful in the formulation of professional development plans for each state. Participants discussed (1) methods for conducting needs assessments, (2) procedures for maximizing the potential for using monitoring as a means of program improvement, and (3) inservice training models.

The 1981 Institute was designed to meet two objectives: (1) establish coordination, communication and cooperation with teacher trainers through a joint meeting, and (2) develop interagency coordination skills. Participants were expanded to include not only college/university personnel but also residential school superintendents. A number of instructional resource personnel and supervisors of large city programs for the visually handicapped also attended. Participants developed plans for cooperation on a regional basis. This was an historic event because it was the first time these three groups of professionals had an opportunity to sit down together and discuss mutual issues related to the education of visually handicapped pupils on a national level.

The original proposal for all these Institutes was designed specifically for state vision consultants. As the project proceeded, however, it became evident that close cooperation of these professionals with college/university and residential school personnel is essential for developing quality programs.

Hence, the 1981 Institute which was scheduled to include college/university personnel was expanded, with additional funds, to include residential school superintendents. As noted above, participants developed plans for regional cooperation. It again became evident that another group should be included: the Association of Instructional Resource Centers for the Visually Handicapped. Thus, the 1982 Institute includes all four groups.

The objectives for this Institute are of necessity revised to reflect the expansion of participants. The specific objectives are to:

- (1) establish coordination, communication and cooperation among all four groups;
- (2) develop interagency coordination skills;
- (3) develop a regional plan for improving educational programs for visually handicapped pupils within that region.

Since our last Special Study Institute, major changes have taken place at all levels: national, state, and local. We are in a period of declining financial resources and public opinion relative to education. Hence, for this Special Study Institute we selected the theme: "Cooperation for Quality Services in a Period of Declining Resources."

Because of our own declining resources, we did not hold a special meeting of a planning committee. Instead we selected two officers of the three organizations: SECVH, CEARSVH, and AIRC/VH, and two C/U faculty members who would be in attendance at the APH meeting last October. This group functioned as our planning committee for this Institute. A list of their names and affiliations is included for your information.

An expected outcome of this Special Study Institute is to develop regional IEPs for improving the educational programs for visually handicapped children within the region. For the groupings this year we are using the AFB regions to tie activities more closely to those of AFB. Because of last

minute changes, the list of participants by regions will be included in the folder you receive at registration. A smaller number of group sessions is included this year based on the evaluations of the 1981 Institute. These group sessions are designed as work sessions for those who are concerned with the service delivery system within a particular region. The success of the work sessions depends upon participation of persons in attendance who are in leadership positions in that region.

You probably have already noted that we responded to your evaluations from last year and have set aside Friday afternoon and evening as a time for your own personal or professional renewal! We must remind you, however, that it is considered a conflict of interest for you to call on your Congressperson if any portion of your trip is being paid by project funds. Please note the list of related meetings and other events listed on the following page.

We have gathered together into this booklet materials which we thought would be relevant for the topics and the work sessions of the Special Study Institute. Following the agenda for each day, you will find papers, reports, etc. that should contribute to topics being discussed. These should also be of value to your regional groups as you are developing your IEPs.

RELATED MEETINGS AND OTHER EVENTS
(Rooms will be announced)

Tuesday & Wednesday, February 16-17, 1982

1:00 p.m.

AEVH NATIONAL BOARD OF DIRECTORS MEETING
AEVH Executive Office
206 North Washington Street
Alexandria, Virginia 22314

Thursday, February 18, 1982

1:00-3:00 p.m.

ASSOCIATION FOR INSTRUCTIONAL RESOURCE
CENTERS FOR THE VISUALLY HANDICAPPED
MEETING

2:00 p.m.

COUNCIL OF EXECUTIVES OF AMERICAN
RESIDENTIAL SCHOOLS FOR THE VISUALLY
HANDICAPPED MEETING

2:30 p.m.

COLLEGE/UNIVERSITY PERSONNEL MEETING

3:00 p.m.

STATE EDUCATION CONSULTANTS FOR THE
VISUALLY HANDICAPPED MEETING

Friday, February 19, 1982

p.m.

LEAVE FOR TOUR OF CEC IN RESTON
Departure time: 12:15 p.m.
Return at hotel: 4:15 p.m.
Cost for lunch: \$3-4 per person
No cost for transportation

Saturday, February 20, 1982

4:30-6:00 p.m.

DVH BOARD MEETING

Institute for Leadership Personnel in the Education
of the Visually Handicapped
Planning Committee, 1981-82

STATE CONSULTANTS

Jack Hazekamp, Special Education
Consultant
Department of Education
21 Capitol Mall
Sacramento, California 95814
(916-323-4758)

Linor H. Long, Consultant
Visually Handicapped Support Services
Pennsylvania Deaf-Blind Center
36 Union Deposit Mall
Harrisburg, Pennsylvania 17111
(717-783-3238)

Robert E. Long, Chief
Children's Services
State Board of Education and Services
for the Blind
70 Ridge Road
Hartford, Connecticut 06109
(203-249-8525)

RESIDENTIAL SCHOOLS

Richard E. Hyer, Jr., Superintendent
Georgia Academy for the Blind
895 Vineville Avenue
Macon, Georgia 31204
(912-744-6083)

Lugh A. Pace, Superintendent
Kansas State School for the Visually
Handicapped
1100 State Avenue
Kansas City, Kansas 66102
(913-281-3308)

COLLEGE/UNIVERSITY PERSONNEL

Phil Hatlen
Department of Special Education
San Francisco State University
1600 Holloway
San Francisco, California 94132
(415-469-1080)

Rosanne Silberman
Program in Special Education
Hunter College of the City
University of New York
440 East 26th Street
New York, New York 10010
(212-481-5069)

INSTRUCTIONAL MATERIALS CENTERS

Pete Rossi
New Jersey Commission for the Blind
1100 Raymond Boulevard
Newark, New Jersey 07102
(201-648-2547)

Julie Todd, Coordinator
Ohio Resource Center for Low Incidence and
Severely Handicapped
470 East Glenmont Avenue
Columbus, Ohio 43214
(614-262-6131)

OTHERS

Richard R. Champion, State Plan Officer
U.S. Office of Education
Office of Special Education and Rehabilitative
Services
400 Maryland Avenue, Southwest
Washington, D.C. 20202
(202-472-5737)

Dena Gruman, National Consultant in Education
Susan Jay Spungin, Director of National
Consultants
American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011
(212-620-2031, 2018)

Josephine Taylor, Acting Branch Chief &
Education Program Officer
U.S. Education Department
Office of Special Education and Rehabilitative
Services
400 Maryland Avenue, Southwest
Washington, D.C. 20202
(202-245-9737)

UNIVERSITY OF MICHIGAN INSTITUTE STAFF:

Geraldine T. Scholl, Institute Director
Rivka Greenberg, Asst. Institute Director
Ida Jean Holman, Asst. Institute Director
Jonathan McIntire, Asst. Institute Director
3112 School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313-763-2374)



AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, INC

206 N. Washington Street, Alexandria, Virginia 22314 • Telephone 703 548-1884

February 1, 1982

OFFICERS AND EXECUTIVE COMMITTEE

PRESIDENT
William T. Coppage
Richmond, VA, USA

1ST VICE PRESIDENT
Hald Wedewer
Tallahassee, FL, USA

2ND VICE PRESIDENT
Ed Loux
Trenton, NJ, USA

SECRETARY
Harold Welsh
Baltimore, MD, USA

TREASURER
Steven Hancock
San Francisco, CA, USA

1ST PRESIDENT
Mary Dunlap
Oklahoma City, OK, USA

2nd Stickler
New York, NY, USA

Bert Scheffel
Charlotte, NC, USA

Gold Richterman
Rampstead, NY, USA

ne Tobias
Cleveland, OH, USA

nes Liska
Little Rock, AR, USA

ag Goodrich
Alto, CA, USA

Bert Elton
Toronto, Ontario, CANADA

Bert Storey
Toronto, Ontario, CANADA

nt Wardell
Berkeley, CA, USA

EXECUTIVE DIRECTOR
Thleen Megivern
Alexandria, VA, USA

Dear Participants in the Special Study Institute,

You are cordially invited to visit the new offices of AEVH, AAWB and the Alliance for the Education and Rehabilitation of the Visually Impaired, Inc., while you are in Washington for the Institute. These offices are located in historic Old Town Alexandria, Virginia, not far from National Airport. We look forward to meeting you there. Directions are as follows:

Time - Friday Afternoon, February 19.

Place - 206 North Washington Street, Alexandria, VA, Suite 320.

Travel by Car - Follow signs for I-395 South. Take 395 towards Virginia to the George Washington Parkway. Move into far right lane of 395 when on the bridge crossing Potomac River. You will be exiting to the right just after crossing the river. Take the exit from 395 to George Washington Parkway that goes to National Airport. Take George Washington Parkway into Alexandria. George Washington Parkway becomes Washington Street. We are at 206 North Washington Street on 3rd floor. Washington and Lee Savings and Loan is across from us. Dominion Bank is in our building.

Travel by Mass Transit - Walk to Metro subway station called Capital South on First Street between C and D Streets. Take Blue Line Subway Train south to National Airport (the end of the line). Walk to the end of the platform, down stairs, through gate, down ramp. Cross street facing airport terminal to bus stop. Take any #11 bus going to Alexandria (check with bus driver since buses going to Washington stop here too in the same direction). For help with subway fare cards consult attendant in booth at entrance gate. For amount of bus fare check with driver. Get off at King and N. Washington and walk back 1 block to 206 N. Washington.

If you have any questions, just call us.

*Leadership Personnel in the Education of the
Visually Handicapped*

Cooperation for Quality Services in a Period of Declining Resources

SPECIAL STUDY INSTITUTE

*Capitol Holiday Inn
Washington, D.C.
February 18-21, 1982*

AGENDA

Thursday, February 18, 1982

<i>Noon-7:30 p.m.</i>	<i>Exhibits - Clark Room</i> <i>Time available for organizations to meet</i>
<i>4:00-5:30 p.m.</i>	<i>No Host, Social Hour - Lewis Room</i>
<i>5:30 p.m.</i>	<i>Dinner on your own</i>
<i>7:00 p.m.</i>	<i>Registration - Clark Room</i>
<i>7:30 p.m.</i>	<i>General Session - Clark Room</i> <i>Presiding: Julie Todd, Ohio</i> <i>Introduction of Participants</i> <i>Greetings: Josephine L. Taylor</i> <i>Update on Current and Projected Activities</i> <i>of the Project: Geraldine Scholl</i> <i>Plan of the Institute: Jonathan McIntire</i> <i>Topic: The Realities of the Future</i> <i>Panel: Special Education Legislation:</i> <i>Joseph Ballard, Council for</i> <i>Exceptional Children</i> <i>Categorical Legislation: Irving</i> <i>Schloss, American Foundation for</i> <i>the Blind</i> <i>State Funding Perspective: William</i> <i>Wilkin, Former Executive Director</i> <i>of the National Association of State</i> <i>Boards of Education</i> <i>Response: Jack Hazekamp, SECVH</i> <i>Hugh Pace, CEARSVH</i> <i>Rosanne Silberman, C/U</i> <i>Julie Todd, AIRC/VH</i>

Overview

Thursday, February 18, 1982

We open the Special Study Institute with a review of our current and projected future activities. A summary of our proposal for the next cycle and a map showing attendance by states for our three previous Institutes are appended. Brief statements by the heads of three groups of participants expressing their views regarding possible outcomes for this Special Study Institute are included as well.

The major topic for the session is "The Realities of the Future" and the three panelists will discuss their points of view regarding legislation and future funding. We have selected three speakers. Mr. Joseph Ballard will talk about the future of special education from his perspective as a staff member of the Governmental Relations Unit of CEC. Mr. Irving Schloss will focus on the future of categorical legislation from his long years as an AFB staff member based in Washington. Mr. William Wilkin will address the future of state funding in relation to the current reductions in federal funding from his perspective with the National State Boards of Education. The respondents will speak as representatives of the four major groups of participants.

Copies of several notices and articles relevant to these presentations are included.

The Future of the Special Study Institutes

This 1982 Special Study Institute is the final one for our current three year grant from the ED Special Education Programs. Last fall we submitted a new proposal for the next three years. The following sections relative to the Special Study Institute are abstracted from that proposal to give participants a summary of future directions as we perceive them.

Objectives

The specific objectives for this project subcomponent are:

- (1) to plan and implement a professional development program by conducting annually a Special Study Institute for leadership personnel in the area of the visually handicapped including state education consultants, instructional materials personnel, residential school superintendents, and college/university personnel in order to update their knowledge about current advances and developments in curricular areas for visually handicapped pupils;
- (2) to develop a mechanism for regional cooperation in order to implement these developments in the curriculum for visually handicapped pupils;
- (3) to identify and set into place an appropriate mechanism for continuing this model of professional development at the end of the three years.

Time Line

The time line for this project subcomponent, the professional development of leadership personnel, is as follows:

Year 1:

Convene a planning committee to:

- a. plan the Special Study Institute for the following year to include identification of the topic(s) to be covered and program design to cover the topic;
- b. evaluate previous Special Study Institutes to determine modifications needed to strengthen regional implementation models;
- c. initiate discussion and explore options for continuing the Special Study Institutes.

Year 2:

Convene a planning committee to:

- a. plan the Special Study Institute for the following year to include identification of the topic(s) to be covered and program design to cover the topic;
- b. evaluate previous Special Study Institutes to determine modifications needed to strengthen regional implementation models;
- c. select the most appropriate option for continuing the Special Study Institutes.

Year 3:

Convene a planning committee to:

- a. plan the Special Study Institute for the following year to include identification of the topic(s) to be covered and program design to cover the topic;
- b. evaluate previous Special Study Institutes to determine modifications needed to strengthen regional implementation models;
- c. set into place the mechanism for continuation;
- d. prepare and distribute the final report.

Project Design

The Special Study Institutes will be designed and planned each year to meet a specific subject matter need, as identified by a needs assessment of the participants. Previous Institutes addressed: administration skills, professional development plans, and coordination and personnel preparation between IHE, state education agencies and residential schools. We would view a twofold subject matter for the Institute: the first would be a discussion of ways to implement some new development in the field to improve the service delivery system for visually handicapped children; the second would be to continue with topics related to the participant's own professional development in the performance of their roles.

The tasks, competencies, program and evaluation are outlined in Chart

Chart 1

TASKS, COMPETENCIES, PROGRAM AND EVALUATION FOR
LEADERSHIP PROJECT SUBCOMPONENT

Tasks	Competencies	Program	Evaluation
Identify needed areas for content.	N.A.	Needs Assessment	Review by Planning Committee.
Increase skills in subject areas identified.	Ability to plan appropriate programs to acquire competency in presenting information to teachers in the field.	Group activities to discuss procedures and content.	Evidence of activities in CSPDs.
Develop regional groupings for more effective program implementation.	Ability to work together in a team relationship.	Time set aside for regional group meetings.	Self-reports of success of regional groupings.

Resources

For this project subcomponent, the Special Study Institutes, planning and implementation are managed by the project director with assistance from the doctoral students. Institute topics, content, and design will be developed by a planning committee composed of leadership personnel in the field. Representation will be from state education agency consultants, superintendents of residential schools for the blind, institutions of higher education, and instructional materials centers for the visually handicapped. Input will also be obtained from the National Association for Parents of the Visually Impaired and from national professional organizations.

Staff from the American Foundation for the Blind, a national consulting agency working for the blind, will also work closely in the overall development and implementation of the Special Study Institutes.

Evaluation

Evaluation, the process of collecting and using information to make educational decisions, is an ongoing activity. We use an "adaptive system": one that continuously collects and uses feedback on its performance and the significance of that performance to relevant consumers or decision-makers. Judgements are made concerning maintenance or modification of program components in relation to two basic questions: to what degree are program objectives attained and how significant is our program to others external to the School or University? Since this evaluation model is designed as an adaptive system, it views each component as a series of processing and receiving systems. Each of the four subsystems (trainee, courses, field experiences, and professional community) gains information about performance which then provides feedback on the attainment of objectives and the significance of the program to various consumers.

Data collected for this project subcomponent include elicited and spontaneous self-reports from participants of the Special Study Institutes. The major criterion is the extent of improvement in their effectiveness in their job performance, as they work with direct service personnel. The exact impact on improving the educational programs offered visually handicapped pupils is difficult to determine.

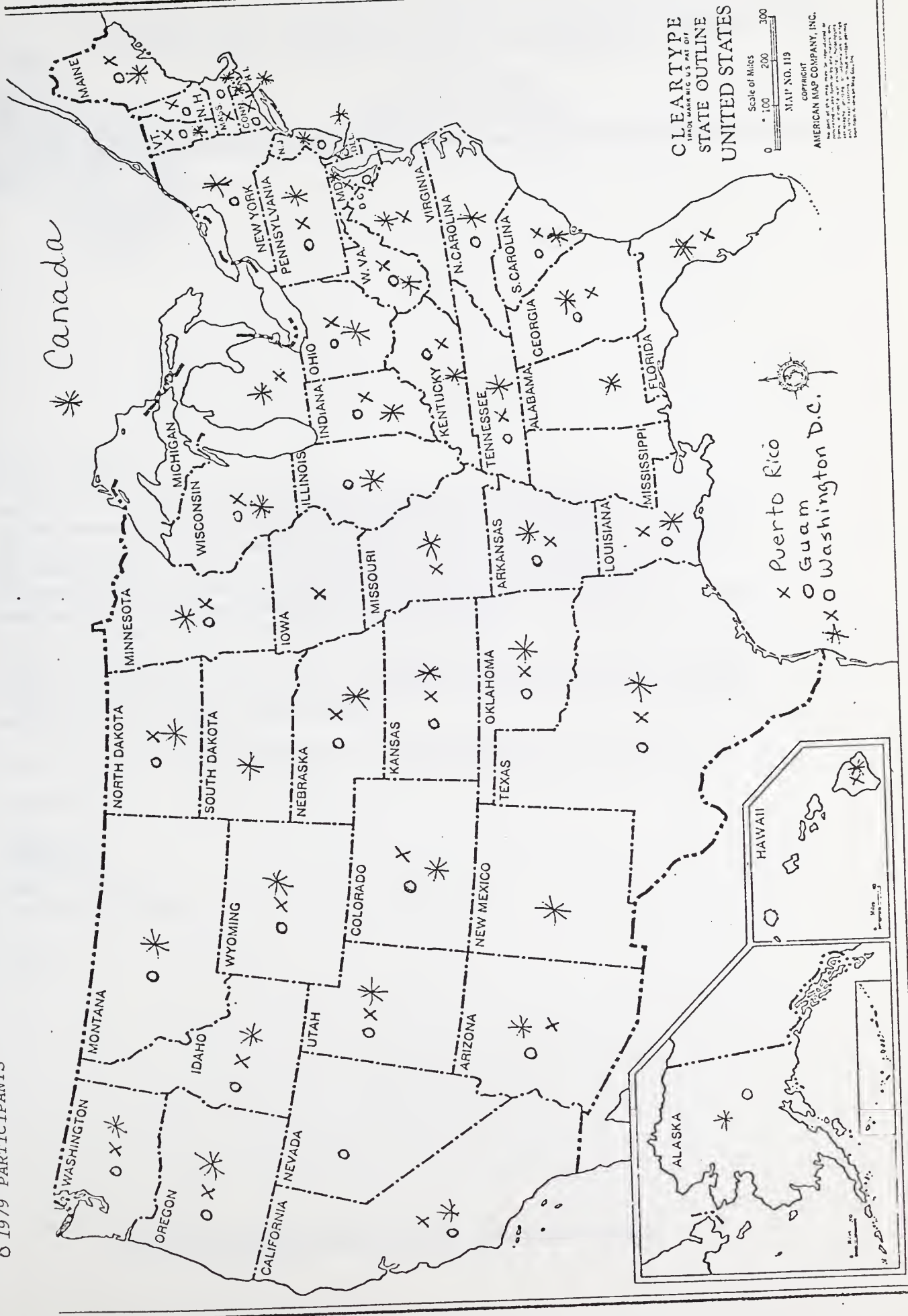
Budget

In the budget we requested funds for travel and related expenses for an annual Planning Committee meeting and for participants' travel and expenses for the annual Institute. The chances of receiving this amount of money this coming year are almost nonexistent. We are seeking ideas and suggestions on how we can continue these annual Institutes for professional development of leadership personnel in our field.



Chart 2: ATTENDEES OF THE SPECIAL STUDY INSITUATES
FOR LEADERSHIP PERSONNEL IN THE EDUCATION
OF THE VISUALLY HANDICAPPED

* 1981 PARTICIPANTS
X 1980 PARTICIPANTS
O 1979 PARTICIPANTS



KANSAS STATE SCHOOL FOR THE VISUALLY HANDICAPPED
OVER A CENTURY OF SERVICE. ESTABLISHED 1867.

1100 STATE AVENUE
KANSAS CITY, KANSAS 66102
TELEPHONE (913) 281-3308



Dear Colleague:

Welcome to the 1982 "Special Study Institute for Leadership Personnel in the Education of the Visually Handicapped"! The focus of this year's Institute is providing quality services during a period when resources are declining, a critical challenge for all of us. Those of us in the universities, the state departments, the media centers, and the residential schools must continue to work together to discover solutions to our problems if this challenge is to be met.

I hope the Institute will provide a method, and a means, for continued dialogue between all of us as we cooperate to provide the best possible services to our students and clients.

My best wishes for an enjoyable and profitable stay in Washington!

Sincerely,

Hugh A. Pace
President, CEARS VH

HAP:mk



Dear Special Study Institute Participants:

The Association of Instructional Resource Centers for the Visually Handicapped (AIRC/VH) welcomes you to this Special Study Institute for Leadership Personnel in the Education of the Visually Handicapped.

The conference theme, "Cooperation for Quality Services in a Period of Declining Resources," stresses cooperation and effective use of resources. Cooperation and effective use of resources are integral parts of AIRC/VH with our goal of assisting the State Department of Education, Division of Special Education in the delivery of materials, inservice and information to visually handicapped students.

AIRC/VH is extremely pleased for the opportunity to participate in this institute.

During this institute all of us have the unique opportunity to create plans and make commitments for cooperation between organizations and effective use of resources.

Sincerely,

A handwritten signature in cursive script that reads "Julie Todd".

Julie Todd
President, AIRC/VH



San Francisco State University

1600 HOLLOWAY AVENUE • SAN FRANCISCO, CALIFORNIA 94132

DEPARTMENT OF SPECIAL EDUCATION

Phone: (415) 469-1161

January 26, 1982

Dear Friends,

I've been asked to provide a welcome as we prepare for another Institute for Leadership Personnel in the Education of the Visually Handicapped. Soon we'll be getting together again with our colleagues from state departments of education and residential schools for the blind. For my fellow teacher educators who attended the Institute last year, you already know what this opportunity means in terms of sharing ideas and exploring mutual concerns. For those of you who have not participated in these institutes before, I assure you that the days spent in Washington will be exciting, motivating, and productive.

We owe a deep debt of gratitude to Jo Taylor, OSE Project Officer, Gerri Scholl, Project Director, and Gerri's very capable, creative Assistants for this opportunity. Participants at the Institute represent the leaders in our profession - those who can influence and shape the future of education for the visually handicapped.

We teacher educators are an unusual group. While our primary responsibility is the preparation of teachers, all of us remain deeply committed and involved with the day-to-day education of visually handicapped children and youth. Unlike many of our university colleagues, we realize that our efforts are futile if they do not result in quality education for children.

That's why it's urgent that we meet and communicate with our colleagues from residential schools and state departments at this Institute. While we may be very concerned about the future of teacher preparation, we cannot overlook the fact that quality education and rehabilitation are in serious jeopardy now. Thus, our colleagues' concerns are our concerns - and ours are theirs.

The overall theme of this Institute is critical to all of us - what are we going to do as we view the threat of declining quality education for the visually handicapped.

Let's use our days in Washington productively and creatively. Let's hold as our objective to leave the Institute with clear, achievable goals! I look forward to seeing all of you soon.

Sincerely,

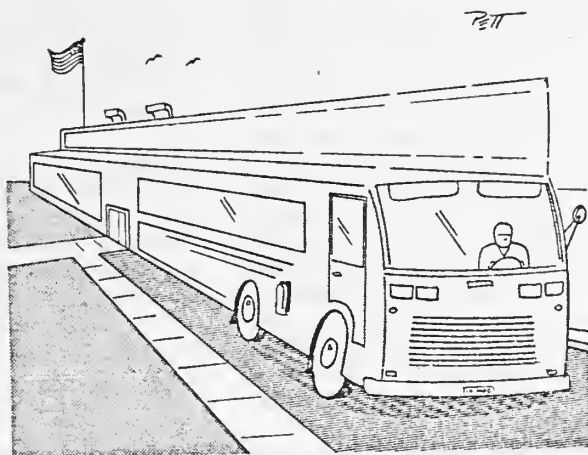
Philip Hatlen

PH:ss

Schools for the Eighties: 27.5 Miles Per Gallon

by George E. Plumleigh

Like automakers, school planners are being asked to do more with less. Is it possible? Here is one California superintendent who thinks it is.



The other day I was thinking about a car my dad gave me when I was in college. It was a 1937 Ford, an awful car — slow, uncomfortable, and ugly. But it had a right to be: It was 14 years old when I got it and only cost \$50. Once while driving the car late at night I was stopped by the police and ordered at gunpoint to get out of it. It seems that someone had recently stolen a similar model and I was under suspicion. I remember wondering, Who is crazy enough to steal a car like this?

Thinking about that '37 Ford led me to consider a parallel between the demands now being made upon both car manufacturers and school districts: the demand to get more from less. By 1985 the cars of each automobile manufacturer will have to average 27.5 miles per gallon of gas — certainly an admirable goal, given the energy crisis. With today's typical full-sized automobile getting 12 to 15 miles per gallon, this represents a considerable increase in efficiency. A thorough redesign of all models is under way. Cars must go farther with less.

There are no miracle fixes, but automobile manufacturers are reexamining every part of every model to determine its contribution to the function of the whole. They are not only making current models smaller, but smaller and lighter through better design and the use of aluminum and plastics. Wind tunnels determine aerodynamic efficiency. As a result, some new models require only 12 horsepower to cruise at 50 miles per hour. Cars are analyzed part by part. Weight is cut wherever possible, but care is taken to

avoid excessive cuts in strength, because weakness of one part can result in failure of the whole. Carmakers establish goals and timelines. They monitor progress or lack thereof. They are, moreover, refining and improving the basic technology of the automobile. While research into exotic power sources and new engines is currently going on, the cars of the Eighties, with few exceptions, will only refine and improve basic concepts that have been in use for nearly 100 years. On the other hand, car companies are not planning to gear up production of '29 Ford Model As or even '41 Chevrolets, much less '37 two-door Fords.

What about school districts? It is evident that schools, too, are being asked to do better with less. It would also appear that there are no miracle fixes, and while there is a great deal of discussion of back to the basics, changing our programs to produce '37 Ford students in a 1980s world is unlikely to please anyone. This leaves us with only one real option, and that is to refine and improve the things we are doing now. The other side of that process would be to get rid of things we are doing that are not helpful or that someone else can do better.

An important concept we can borrow from automobile manufacturers is the application of research to school programs in some practical way. My experience with school districts has led me to believe that very often they do things without adequate planning and thought, without significant attention to determining what they want to accomplish, and in particular without assessing how any given action or activity affects the total function of the organization.

You may be asking, How is it possible to do more with less? Is anything beyond

survival realistic for school districts when they are asked to slash and trim to an amount consistently under the level of inflation? Even from a budget that has been limited for years?

I am convinced it is possible to have program excellence with the resources presently available if we use those resources wisely. I am referring to resources as far more than dollars — particularly the human resources of this very human enterprise. While dollars are important, I think public schools have a more fundamental problem: the competent and efficient use of what we have. In fact, various voter attitude surveys suggest that the public is more concerned with competence and efficiency than with dollars. Many voters would be willing to spend even more money if better results could be demonstrated. A *Washington Post* survey published in October 1978 indicated that seven out of eight of those surveyed were more concerned about the way taxes are spent than with the total amount. Their favorite candidates for office would not be the tax cutter (31% support) but those who would improve the efficiency of government services (64%).

As we enter the 1980s, however, there are still many school districts whose programs, like the Sixties automobiles, have useless tailfins. That is, they have non-functional decorations. Other districts are still operating Model A Ford programs, programs that haven't changed to meet the requirements of today's society. There are still school districts whose administrators feel that bigger is better, who will continue programs without any real examination of needs because they've "always" done it that way. There are still districts whose leaders act as if resources are unlimited and whose attitude is that more money will fix any problem. There are still districts whose leaders feel that

GEORGE E. PLUMLEIGH (Orange County Chapter) is superintendent of the Los Alamitos (Calif.) School District.

their program must have every option and the latest fad, that if someone else has a particular program, they must have it too.

To meet the needs of the Eighties, to do more with less, I think that these are among the essentials:

- Plan for the long haul, not month-to-month, in the use of human and financial resources.

- View the school district as a complete organization, with each part interacting with each other part.

- Institute honest self-assessment.

There has been a strong tendency for district assessment to be limited to test scores or minimal interaction with the community. Extensive in-depth examination of what the district has accomplished and where it is going is long overdue in most districts.

- Encourage real accountability for results. Again, there is a tendency to be concerned with the superficial and a failure to examine overall student accomplishment in any depth.

- Establish objectives that are an outgrowth of examination of the district's strengths and weaknesses and make a commitment to meet them.

- Establish high expectations for performance, including that of parents, teachers, administrators, classified staff, students, and board members; stick to them and honestly evaluate everyone — not just students.

- Help people achieve these high goals through regular training programs that will assist them to grow and improve. Staff revitalization and renewal must be a very high priority.

- Use research data to assist in examining district operations. Hundreds of thousands of dollars have been spent by school districts on the purchase of instructional materials, for example. Even a cursory review of research would have indicated that the value of these materials was very, very limited.

- Involve people in an honest way — parents, teachers, and kids — in decision making. School districts are immensely complicated, and there is plenty of room for people involvement in the thousands of important decisions that are made annually.

- Tell the community about the good things public schools have done and are doing. By and large, we have been exceedingly successful and do many things very well indeed.

Also, in order to meet the requirements of the Eighties, there are things that school districts should do less of:

- Don't gripe that we are not appreciated. Do less scapegoating. Scapegoating has become so widespread that it seems almost self-fulfilling. Knock off the griping and get on with the job.

- Don't adopt educational fads hastily and drop them just as quickly.

- Don't add unnecessarily to the total educational program. We should not become a doormat for the legislature or other agencies. We should not hesitate to say, "This is not our job. It belongs to somebody else."

- Don't complain about governmental regulations; just get on with the job. Although in many instances the complaints are valid, they shouldn't be used as the excuse for poor performance. Regulations can be simplified; instructional time badly used cannot be reclaimed.

- Don't worry endlessly about money for materials. We should rely less on materials and more on teaching.

Crisis has been defined as "a stressful opportunity." Declining enrollments, taxpayer revolts, negative opinion polls, and problems with integration and inflation would seem to have combined to place most school districts in a crisis state. Carmakers would much prefer to continue building the gas-guzzlers of the Sixties and early Seventies. Most school districts would prefer the good times of that period too, with expanding enrollments and high public support. But like the automakers, we have no real choice other than to view our present circumstances as an opportunity to do more with less. □

A Federal Program for Public School Energy Conservation

by Thomas H. Jones and Joseph Alubicki

Federal money is available through the states for capital investment in energy-efficient improvements.

The National Energy Policy Conservation Act (NEPCA) of November 1978 is a three-year, \$900 million effort by the federal government to reduce the cost spiral for public users of energy. This spiral has brought the cost of heat, light, gasoline, and related expenses from 2.7% of the average school district's budget eight years ago to approximately 6% today. The nation's public schools spent roughly \$1.1 billion for energy in 1971-72; today the figure is about \$4.8 billion, a 376% increase.

About 75% of the NEPCA money will be allocated to school districts and the remainder to hospitals. Any school structure completed by 10 April 1977 potentially qualifies for the energy conservation program. Among conservation expenses covered by the act are the cost of insulation; storm windows and doors and other window and door modifications, including reduction in glass areas; automatic energy control systems; equipment required to operate variable steam, hydraulic, and ventilating systems adjusted by automatic energy control systems; solar space heating and cooling systems of different kinds and combinations; a variety of furnace and heating modifications; caulking and weatherstripping; light fixture modifications; energy recovery systems; and many other expenses.

State allocations to schools will range

from an estimated \$4.7 million in Delaware to more than \$43 million in New York and \$49.2 million in California. While \$900 million represents less than \$5,000 per eligible building in the U.S., the states are charged with distributing it in such a way as to achieve maximum energy savings. If only 30% of the nation's elementary and secondary schools implement good conservation measures, oil consumption would be reduced by 25 million barrels annually, according to one federal estimate. Schools and hospitals — about 200,000 buildings in all — represent 25% of the square footage in the commercial buildings sector, hence potential savings are substantial.

Once public school administrators have identified buildings for possible conservation measures, several steps are required to qualify for federal aid, including a preliminary energy audit and a plan for specific building modifications, using a state-certified auditor. Up to 50% of the cost of the energy audit/technical assistance phase may be paid with federal money, if state-authorized. Since the states are responsible for administering Title III of NEPCA, local administrators should contact their state energy department for details.

Persons wishing to receive a more detailed (11-page) report on the federal program for public school energy conservation may do so by sending \$1 to Diane Kliever, Editorial Secretary, Phi Delta Kappa, Box 789, Bloomington, IN 47402. The detailed report will also be available in the January issue of *Planning & Changing*, a quarterly journal published at Illinois State University, Normal. □

THOMAS H. JONES (University of Connecticut Chapter) is assistant professor of education, University of Connecticut. JOSEPH ALUBICKI is a graduate student in the Department of Educational Administration at UC.

PAN-O-GRAM

From the Governmental Relations Unit, National Headquarters

INFORMATION EXCHANGE

January 8, 1982

As the New Year begins, we wanted to take this opportunity to briefly summarize the 1981 activities that we were all very active in and to outline some of the issues facing us in 1982. With your continuous hard work this past year, we succeeded in defeating every attempt to repeal P.L. 94-142, to place federal programs for the education of the handicapped in a block grant and to reduce the overall spending by nearly 50 percent. While many of the battles were won, this year we must work to regain visibility of a federal role in the education of gifted and talented students and to reinstate adequate funding for many of the discretionary programs that suffered under the current continuing appropriations resolution. CEC efforts were also successful in other arenas on which many of you have been active. For instance, S. 807, a bill that would have given unprecedented authority to the President to create block grants which would have been virtually impossible to amend by the Congress, was amended by the Senate Rules Committee after CEC testimony and is being further restrained largely because of CEC's efforts in coordination with United Cerebral Palsy, Inc., and other concerned groups. A very new Congress has been well educated in the issues and the importance of federal programs for the education of exceptional children. You have formed very effective communications with your Congressional offices and will find that with this foundation, future dialogue will, in many cases, be easier. You've done your homework and now are more than ready to face the challenges of 1982!

The 1982 challenges currently before us include:

- The Administration's new budget proposals. Drafts of these proposals contain intentions to place P.L. 94-142, preschool incentive grants, and P.L. 89-313 in a block grant; seriously cripple P.L. 94-142 with amendments; consolidate all the remaining EHA programs; and to reduce funding for these programs by 50 percent. The President will send his final proposal to Congress early in February. We will be alerting you then.
- While Congress included the Gifted and Talented Program in the education block grant, efforts were successful in the House to give the Secretary of Education a gifted and talented discretionary fund of \$1.5 million in the continuing resolution. However, the Senate did not concur, leaving the decision to "set-aside" monies for gifted and talented programs to the Administration. As of yet, no decision has been made. CEC must work to regain a meaningful federal role in the education of gifted and talented students.

The Vocational Educational Act will be reauthorized this year and a more effective policy for exceptional students needs to be an outcome of this process. Any concerns and recommendations that you can give us will be very helpful in this effort.

The Administration continues to voice a campaign promise to abolish the Department of Education, however, the President has not yet sent the Congress a bill for consideration. There is reason to believe that the President will propose reducing the Department to a foundation and dispersing to other agencies many of the existing programs. Enclosed is an information document developed by the Department of Education Coalition in which CEC is an active participant, which outlines the major provisions of a likely proposal and includes major arguments against such a move. This information will be helpful to you in our efforts to maintain a cabinet-level Department. Action will probably not be until spring or summer.

The Regulatory review process continues with a tentative date of April, 1982 as the date that the Department hopes to issue proposed changes to the P.L. 94-142 regulations. As noted to you in earlier PAN-O-GRAMS, we welcome your comments and recommendations and look forward to working with you on the official proposed changes in April. The Department has tentatively planned to hold regional hearings on these proposed changes in May and June. Enclosed is a listing of these and other dates in the regulatory process.

Finally, the Governmental Relations Committee is undertaking an evaluation of CEC's Political Action Network to help ensure the most effective system. If you have suggestions or recommendations contact Dave Stickney, P.O. Box 650, North Conway, New Hampshire 03860, telephone (603) 356-5533.

Also enclosed are organizational charts of the Department of Education and Special Education Programs; a "How to get Information About Federal Legislation" fact sheet that may be of use to you and your network; and a couple of newspaper articles that you may find interesting and enjoyable.

FACT SHEET

A Response to the Administration's Proposal to Abolish
the Department of Education

THE ADMINISTRATION'S PROPOSAL: ITS CHARACTERISTICS	PAGE 1
THE ADMINISTRATION'S PROPOSAL: ITS PHILOSOPHY AND THE COALITION'S RESPONSE	3
PROBLEMS WITH PROPOSED PROGRAM TRANSFERS	5
ACCOMPLISHMENTS OF THE DEPARTMENT OF EDUCATION TO DATE	6
WHAT'S AT STAKE: AN INVENTORY OF MAJOR FEDERAL EDUCATION PROGRAMS	8

Prepared by
The Department of Education Coalition
December 1981

THE ADMINISTRATION'S PROPOSAL: ITS CHARACTERISTICS

The Department of Education Coalition is unalterably opposed to the Administration's Task Force proposal to abolish the Department of Education. The Administration's senior Task Force charged with developing a recommendation to abolish the Department of Education forwarded its work to the President in mid-November, 1981. The Task Force has recommended abolishing the Department and creating a sub-Cabinet national education foundation.

The Task Force chose this alternative over their other central option, under which education programs would be dispersed throughout the government, and no major Federal agency would remain whose central purpose was education.

The Foundation Proposal

The proposed Foundation would have the following characteristics:

1. It would be directed by an official appointed by the President and responsible directly to him. (In this sense, it would not be a "foundation" accountable to an independent governing board. Rather it would be a sub-Cabinet, independent agency similar to the General Services Administration or the Federal Emergency Management Agency).
2. Several major responsibilities currently assigned to the Department would be transferred:
 - Vocational rehabilitation to Health and Human Services.
 - International education to the International Communications Agency.
 - Special educational institutions designed to serve the deaf and blind to Health and Human Services.
 - Impact aid program components to Treasury, Defense, and Interior.
 - College housing to Treasury.
 - Science improvement programs for minority institutions to the National Science Foundation.
 - Indian education programs for urban, non-reservation Indians to Interior.
 - Overseas dependents schools to Defense.

3. A number of other existing programs would be terminated, including the Institute of Museum Services, telecommunications demonstrations, all library support programs, migrant education programs, and advanced graduate and professional fellowships for minority students.
4. The programs that would remain in the Foundation include:
- Vocational Education, Title I, Education for All Handicapped Children Programs, and bilingual education. (The proposal identifies these programs as candidates for future block grants.)
 - Higher education student assistance, including direct grants and loans, and work study.
 - The new education block grant for educational innovation.
 - The developing institutions and special services programs.
 - Statistical and research activities.
 - Civil rights activities. (The proposal does not identify where civil rights enforcement authority would be located.)

*ADMINISTRATION'S PHILOSOPHY

:
:
:
:

DEPARTMENT OF EDUCATION COALITION'S RESPONSE

:
:
:
:

- The Federal government "intruded" into education, and this involvement must be rolled back.

• The Federal government has had a legitimate role to play in education that includes:

- assuring equal educational opportunity for all Americans;
- enhancing the quality of education by supporting research about effective ways to teach and learn, providing special assistance to states and communities, collecting and disseminating statistical information, and other activities; and
- providing limited general assistance to local educational agencies.

These purposes have been carried out in a way that supplements, not supplants the primary role of states and localities in education. This federal role has evolved with bi-partisan support since the Northwest ordinance of 1787.

- The creation of the Foundation would only be a first step. According to the Task Force's memorandum, "One of the Foundation's major responsibilities would be to identify programs that are more properly the responsibility of state and local governments." An advantage of the Foundation option cited by the Task Force is that it "provides a central unit to administer existing statutes until they are changed and which is flexible enough to implement future policy changes and contraction of functions."

• The Foundation proposal is nothing more than a guise to set in motion additional steps to ultimately eliminate Federal support for education. When viewed in the context of: the proposed termination of such programs as library support and museum services; the OMB 1983 budget proposals to cut education programs another \$4 billion, or half their 1981 level; the openly avowed goal of abolishing major programs like Title I for disadvantaged students, and P.L. 94-142 for handicapped children under the rubric of block grants -- it is clear that the Task Force proposal is only an interim step toward the longer term objective of abolishing Federal education programs.

*This information was drawn from "the Decision Memorandum to the President from the Task Force on the Education Department," November 10, 1981.

No visible person will speak for and about education regularly at the national level. Education will lack national leadership. Concerns of students, parents, teachers, school board members and administrators will be submerged to other, concerns represented at the Cabinet table. Education will have the same status and influence as inter-national communications, disaster assistance, and Federal government administrative services --all needs represented by independent agencies (International Communications Agency, Federal Emergency Management Agency, and the General Services Administration).

Federal policy-makers that influence education will become less accountable under the Task Force proposal. Without the prestige and bureaucratic leverage of Cabinet status, conflicts between different departments whose policies affect education institutions will go unresolved. No one in Washington with influence will be accountable for education and charged with preventing conflicting policies from developing or from solving such issues when they arise. As programs are dispersed this problem will become more acute. For example, under the Task Force proposal, school boards will suddenly have to deal with multiple agencies about the impact aid program, rather than a single Department. Conflicting rules, application requirements and data requests will inevitably develop.

Despite its apolitical sounding title, the Foundation would be expected to carry out a strong political role. The decision memorandum observes that "A Foundation, whose head would be accountable to the President, would be an effective vehicle for continuing to move to a more restricted Federal role. Achieving this goal will require knowledgeable and disciplined direction over the bureaucracy by a key appointed official (the Foundation head) who operates with direct support from the White House."

- Education is not viewed as a national priority concern, and does not merit Federal attention or support. Again, the Task Force memorandum argues that an advantage of totally dispersing all education programs would be that it "emphasizes that the Federal role is in the service educational institutions can provide in support of other Federal purposes."

- The Administration assumes through its "New Federalism" that the Federal government should play a passive role in managing education programs.

- The Administration infers that a "Foundation" rather than a Cabinet department would play a less visible, intrusive, and implicitly, less political role in education.

PROBLEMS WITH PROPOSED PROGRAM TRANSFERS

Certain programs proposed for transfer will be seriously damaged.

For example:

- Interior has no experience administering programs for urban, non-reservation Indians. The BIA is poorly managed. The assistance provided by the Education Department's Indian Education Program that serves urban, non-reservation Indians would be disrupted and perhaps irreparably harmed by this transfer.
- Splitting the impact aid program and dispersing it to three different Cabinet Departments will complicate program administration for local school boards. This is also a blatant attempt to split support for the program so it can be eliminated.
- Science education programs were transferred from NSF in 1979 because they received very low priority there. Retransferring them to NSF will ensure they wither away from inattention and lack of funding, particularly in light of the Administration's efforts to slash the NSF budget.
- International education programs will be re-oriented to complement the International Communication Agency's new goal of vigorously promoting American values and policy objectives. While this goal may be appropriate for the Voice of America and U.S. information activities, it will warp the education programs and open them up to charges that they are merely propaganda programs. Moreover, education-related programs such as the Fulbright program already located in ICA are being drastically cut.
- The Vocational Rehabilitation Program shares many similar goals with the education for all handicapped children programs. Transferring the program will shatter promising possibilities to develop more coordinated, comprehensive approaches for assisting handicapped individuals. Moreover, this transfer is a thinly veiled step towards resurfacing the Administration's earlier proposal to abolish the Vocational Rehabilitation Program and merge its functions into an untargeted social services block grant administered by HHS.
- The overseas schools programs have been mismanaged by the Defense Department. Educational concerns have regularly been submerged to those of the military. Re-transferring the schools to Defense would assure that these concerns would not be addressed.

Finally, the Administration's proposal will not save money. Indeed, the cost of establishing a foundation and the proposed program transfers will cost money, probably millions. Furthermore, the total impact of this effort to ultimately dismantle the Federal role in education will transfer substantial new costs to local taxpayers.

ACCOMPLISHMENTS OF THE DEPARTMENT OF EDUCATION TO DATE

The Department of Education has been very successful since its inception on 1980. In general, the Department has streamlined the administration of education programs, represented education where future policies for our country are set at the Cabinet table, lowered the number of federal education staff, increased public access to education policymaking, and improved rulemaking, reduced excessive paperwork requirements and overly burdensome regulations for education programs.

The Public's Perception

In September 1981, the ABC News - Washington Post poll showed the public to be strongly against the elimination of the Department of Education - nearly two-thirds favored maintaining a Cabinet level Department of Education.

Highlights of Accomplishments

Examples of the Department's accomplishments follow:

- Reduced its staff by 572 positions and saved more than \$20 million (72 positions in excess of the 500 positions required to be reduced under the Department of Education Organization Act within the Department's first fiscal year).

- Revised the regulation writing procedures substantially including (1) reduction of the time from 519 to 240 days and number of offices signing off from 23 to 5, (2) discontinuance of regulations for unfunded programs, and (3) incorporation of public comment at earlier stages.

- Instituted a new budget process which involves the Secretary of Education as a Cabinet member to determine the impact of budget cuts on education programs.

- Established its own Office of Inspector General to search out and prosecute cases of fraud and abuse, and to promote economy, efficiency, and effectiveness in programs and operations.

- Developed new collection procedures for defaulted student loans (more than \$42 million was returned to the U.S. Treasury).

- Improved the financial management and audit systems significantly (projected savings of more than \$50 million).

- Reduced paperwork requirements and overly burdensome regulations for education programs such as (1) changing the general reporting requirement from annual to triennial, (2) revising the guaranteed student loan program and student aid forms to limit eligibility and reduce overpayments and underpayments, (3) consolidating a lengthy non-discrimination assurance form in the Office of Civil Rights, (4) proposing substantial regulatory changes in programs such as Public Law 94-142 (Education of All Handicapped Children Act), vocational education, and adult education.

- Created the Intergovernmental Advisory Council on Education to advise the Secretary of Education on the impact of federal policies on state and local agencies and institutions.
- Created the National Commission on Excellence in Education to provide assistance and make recommendations to the Secretary of Education concerning the quality of education and teaching, curricula, admission standards, educational programs, and changes in American education.
- Established the Office of Education for Overseas Dependents to carry out the transfer of the Overseas Schools for Military Dependents to the Department of Defense.

In a year's time, the Department of Education has established itself as a successful and significant agency. The improvement of public education is a very important goal which the Department is pursuing vigorously. The role of the Federal government in that endeavor is necessary because of the lack of adequate state and local resources. The Department should be given a chance to achieve its goal in the interests of quality education for America's children.

WHAT'S AT STAKE: AN INVENTORY OF MAJOR FEDERAL EDUCATION PROGRAMS

The Federal government through the Department of Education finances a number of important programs that assist states, communities, and educational institutions to provide quality education to all Americans. Some of these major programs include:

- Elementary and Secondary Education: The major elementary and secondary education program is Title I, which provides funds for disadvantaged children with special educational needs. The majority of these children are not served by other programs. In 1981, nearly 3 million of the 10 million children eligible received assistance. The Administration wants to cut this level in half, despite the fact that the reading scores of children in the program have increased.
- Education for the Handicapped: The Education for All Handicapped Children Act (P.L. 94-142) provides special educational services for handicapped children. In 1981, the Federal government provided states nearly \$1 billion to serve over 4 million children. In 1983, the Administration plans to block grant the program and reduce funding by more than 40 percent.
- Bilingual Education: Bilingual education is designed to teach English to children who do not speak English well enough to be instructed in English. The program received \$157 million and served 300,000 children in 1981, out of 2 - 3.5 million who need this assistance.
- Loans and Grants to College Students: The student financial aid programs play a key role in helping every student in need to go to college. More than 5 million students, primarily from low and middle income families, received loans, grants, campus jobs or other financial aid in 1980-81.
- Vocational Education: The vocational education program, first enacted in 1917, provides basic and occupational skills training. More than 17 million students were enrolled in vocational programs in 1981. The Administration intends to cut support for this program by nearly half from its 1981 funding levels.
- Vocational Rehabilitation: The vocational rehabilitation program provides a range of services that help enable disabled adults to lead independent, productive lives. The program served more than 1 million people in 1980. The Administration wants to reduce the vocational rehabilitation program by nearly 50 percent.

The Department also finances other programs that support research, libraries, Indian education, educational improvement and women's equity, as well as carries out important regulatory responsibilities, particularly in the area of civil rights.

The Administration's budget and reorganization proposals will, if approved, substantially diminish the Federal government's ability to help states, communities, and educational institutions provide quality education to all Americans. Millions of students will be denied needed assistance, and doors of opportunity will be suddenly closed.

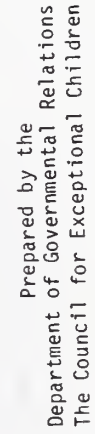
The Department of Education Coalition believes it makes no sense to reduce Federal support for education, and thereby threaten the quality and availability of services, at a time when states and communities face unprecedented fiscal difficulties and the nation confronts serious economic and international challenges.

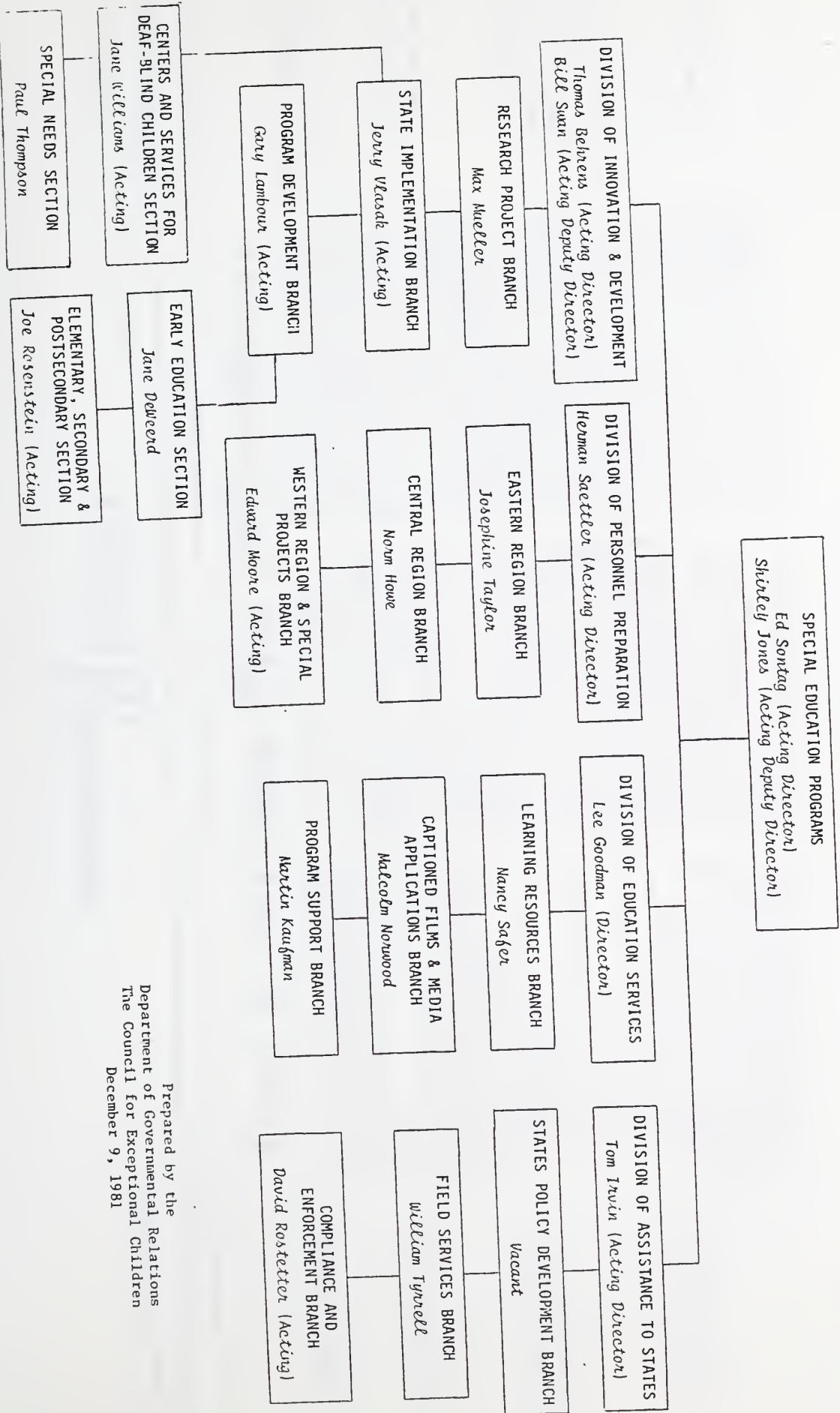
Chronology of Federal Special Education Regulatory Actions
Since Election Day (November 4, 1980)

<u>Date</u>	<u>Action</u>
December 24, 1980	Department of Education (ED) notice of intent (NOI) to publish regulations, interpretative rules or policy statements on seven key issues (due process procedures, out-of-state placement of handicapped children, services to children placed in private schools by their parents, extended school year programs, non-discrimination evaluation procedures, least restrictive environment and suspension and expulsion).
December 30, 1980	ED notice of interpretation on the use of parents' insurance proceeds to pay for required services.
January 14, 1981	ED issues final regulations governing selection criteria for the Instructional Media for the Handicapped Program.
January 16, 1981	ED issues final rule (technical amendment) deleting the reference to "autistic children" from the disability category "seriously emotionally disturbed" and adding the reference to the disability category "other health impaired" under the definition of "handicapped children."
January 19, 1981	ED notice of interpretation on (1) individualized education program (IEP) requirements and (2) clean intermittent catheterization as a related service.
January 19, 1981	ED issues final regulations with invitation to comment on training programs for teachers of handicapped children in areas with a shortage.
January 29, 1981	President issues Executive Order No. 12291 on Federal Regulation.
March 26, 1981	Presidential Task Force on Regulatory Relief announces intention to review the P.L. 94-142 regulations.
March 27, 1981	ED issues notice of intent to review and amend certain regulations and interpretations with invitation to comment (i.e., review of special education policy interpretations and rules issued between November 4, 1980 and January 20, 1981 to be completed by September 30, 1981).
March 27, 1981	ED provides notice of postponement (until May 10, 1981) of the catheterization interpretation.

<u>Date</u>	<u>Action</u>
August 8, 1981	ED provides notice of indefinite postponement of the catheterization interpretation.
August 13, 1981	Presidential Task Force on Regulatory Relief identifies Section 504 regulations for review.
August 25, 1981	ED recinds as of October 1, 1982, regulations governing gifted and talented programs (included in the Elementary and Secondary Education Block Grant, P.L. 97-35).
September 1, 1981	ED Office of Special Education produces Briefing Paper, "Initial Review of Regulations Under Part B (P.L. 94-142) of the Education of the Handicapped Act, As Amended." (Overview of the deregulation process and discussion of alternative approaches to 16 areas targeted for possible amendment.)
October 15, 1981	ED provides notice of status of review of certain regulations and interpretations. <ul style="list-style-type: none"> • Still under review - parent's insurance proceeds, IEP and training programs in areas with a shortage. • Will not be amended - instructional media and autism technical amendment.
November 3, 1981	ED publishes Semiannual Regulations Agenda and Review List <ul style="list-style-type: none"> • P.L. 94-142 (including preschool incentive grants) - notice of proposed rulemaking (NPRM), April 1982. • Section 504 - NPRM, March 1982. • Centers and Services for Deaf-Blind Children - NPRM, April 1982. • Recruitment of Personnel and Dissemination of Information - NPRM, March 1982. • P.L. 89-313 (Ch. 1 of Education Consolidation and Improvement Act of 1981) - NPRM, January 1982.
April, 1982	<ul style="list-style-type: none"> • Proposed changes to P.L. 94-142 regulations to appear in <u>Federal Register</u> for public comment.
May-June, 1982	<ul style="list-style-type: none"> • Department of Education tentative regional public hearings on the proposed changes.

Prepared by The Council for Exceptional Children, January 6, 1982





Prepared by the
Department of Governmental Relations
The Council for Exceptional Children
December 9, 1981

Time to Get Even With Policy-Makers

COHEN POLICIES

It is my policy to have a policy. I am going to have one—indeed, I already have several—since I am sick and tired of being told by banks and restaurants and hotels that they have a policy and that their policy is to do something to me that I don't want done. So sorry. Nothing personal. It's just policy.

I enunciated my first policy the other day while having a conversation with the bank that canceled by charge card. The man said they'd done it because my payment was 30 days overdue and that it's bank policy to cancel after 30 days. I explained I had been over seas. I said I could prove it. No matter. I was canceled. Policy.

"Can we expect your payment?" he asked.

"I can't tell you that," I said.

"No. Policy. It's my policy not to tell what bills I'm going to pay. I'm sorry. I'd like to help you. It's just policy."

"I don't like your attitude."

"My policy is not to care if you don't like my attitude. That's my policy."

"Are you or are you not going to pay your bill?"

"My policy is not to repeat my policy." You have to understand that all during our conversation, the guy from the bank said the word policy like it was not something made up by mere mortals, but something that had come down from Mount Sinai. He rolled the word out of his mouth, underlined it with his voice, said it like he was referring to a force of nature ("It's the mountain.") over which he had no control. And when you asked who set this policy, he said the words "board of

It is my policy not to have a policy.

It is my policy not to tell you what bills I'm going to pay.

My policy is not to care if you don't like my attitude.

RICHARD COHEN

directors" with such awe you would never know he was talking about lawyers, land speculators and dentists sitting around drinking coffee out of plastic cups.

The reason for this has something to do with the word policy itself. It connotes a very high order of decision-making, something removed and unaffected by that most poisonous of all considerations—sentiment.

Policy has to do with business. It is not personal and what gives it its force, its power, is the suggestion that it applies to everyone, not just to you, and like some law of nature—gravity, for instance—it cannot be amended or suspended by anyone.

In this sense, the word policy is a marvelous shield, something to hide behind. The guy at the bank did not have to say that they were canceling my card because they suspected I was a deadbeat, that after reading some of my stuff they thought I was a raving Trotskyite who had no intention of paying bills and, instead, would use the card to send contributions to John Anderson. He simply said policy. Once you say policy, you never have to deal in personalities.

The highest form of all policy is the policy set by no one. At the bank, at least, the policy was set by the board of directors. At the hotel-restaurant where I frequently eat, the policy is set by no one. I swear.

I found this out one day when my lunch date and I asked to split a tuna fish sandwich. The waitress

COHEN POLICIES

My policy is not to repeat my policy.

My policy is never to appear as if I am in control, but rather to make it seem as if I am the captive of some policy.

My policy is to be broke.

said she would have to charge \$1 for the extra plate. "Why?" I asked. "Policy," she answered. "Whose?" I asked. She did not know.

She asked the assistant manager. He did not know. He asked the manager. He did not know. He asked the hotel manager. He did not know either and when the owner of the hotel chanced to pass by, it turned out he did not know either. He asked me to understand. It was policy.

A variation on this theme is what I call policy by sign. In this case, the policy is stated in a sign which is always signed "The Management," and if you should happen to question the owner of the joint about his policy, he will not take credit or responsibility for his policy, but instead point to the sign as if it has told him what to do.

This sort of thing puts all of us who don't have policies at a disadvantage. We are always on the defensive, doing things for strictly personal reasons when the people with policies are talking the hard, cold and impersonal language of business. So respectful are we of this kind of thinking that when some gangster dispatches his close friend to the nether world and says "nothing personal," we accept it as such. Business, after all, is business.

So now I have policies of my own. My policy is never to appear as if I am in control, but rather to make it seem as if I am the captive of some policy. I would love to say if I'm going to pay the bill, but I can't. I would love to pay an extra buck for a plate, but I can't and even if the bank reversed its policy and reinstated my charge card, I still won't pay the bill. Lately you see, it's been my policy to be broke.

Lauton Chiles

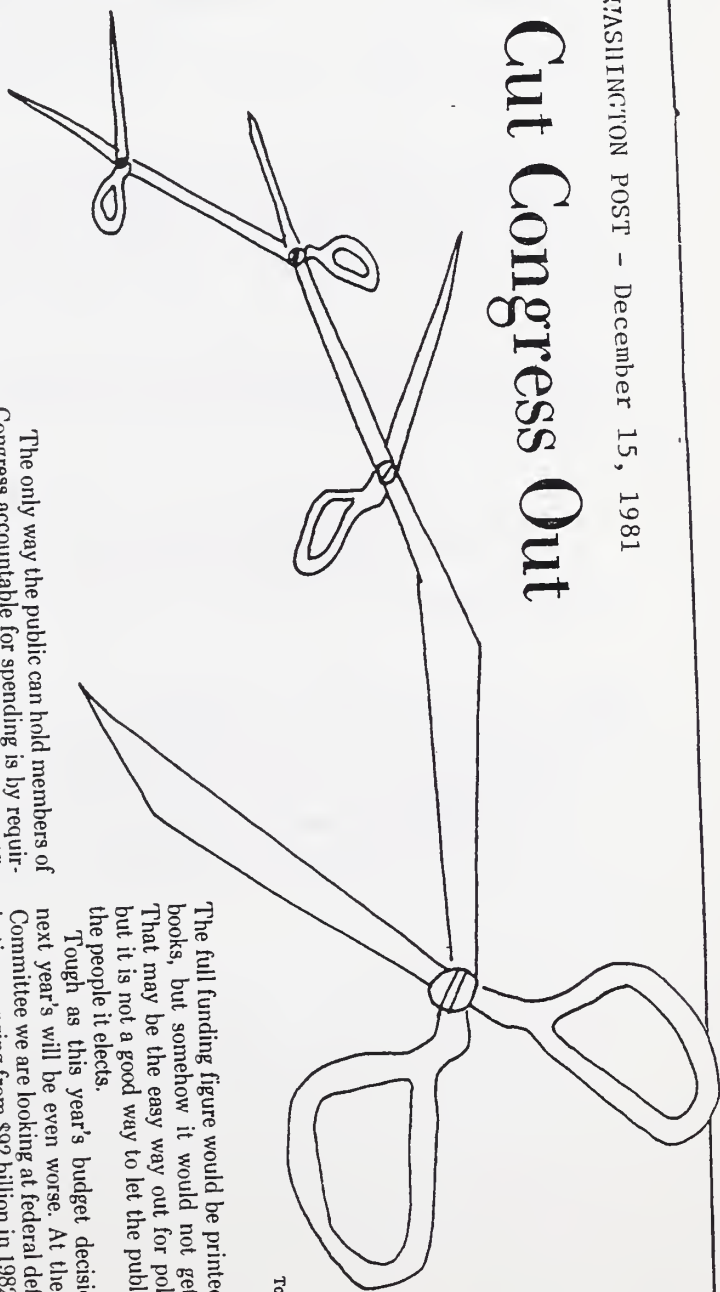
THE WASHINGTON POST - December 15, 1981

The Budget: Don't Cut Congress Out

Recent congressional actions on appropriations measures have posed a serious threat to the integrity of the legislative process. The immediate disputes over funding levels should not be allowed to obscure the longer-term procedural issues. What we have at stake is not a power struggle between Congress and the president, or between Democrats and Republicans. The real stake is in maintaining our constitutional system of checks and balances, which ensures a full measure of accountability to the public for federal spending decisions. Accountability means putting specific spending figures into laws and having members of Congress stand up and be counted on where to cut and where to add.

The most recent threat to constitutional checks and balances came in the continuing resolution passed by the Congress last Friday. The press and the public have focused on the funds cut by that resolution and paid too little attention to the methods by which it would be carried out. The language of the resolution requires the president to make a 4 percent cut in spending for domestic programs in five large appropriation areas. Within each spending account, the administration may decide to cut a particular program or activity by anywhere from zero to 6 percent as long as the overall account is reduced by 4 percent. In the floor debate in the Senate, however, it was clarified that Congress expects the administration to seek approval for any particular cut that deviates from the 4 percent.

Not all the detailed decisions made in the appropriations bill are made by the president. Anyone who has worked through appropriations bills knows that only a few major decisions, like the B1 bomber or Social Security benefits, are actually made by the president. Most of the 1-, 5-, or 50-million-dollar decisions are made by mid-level bureaucrats in the agencies or in OMB. Those bureaucrats have some



Tom Gilson

professional judgments about what is good for the country; they also have personal opinions, whims and pet projects, like anyone else. But those bureaucrats do not have to go home to 50 states and 435 congressional districts to defend their decisions or see the results. The legislative process may be cumbersome, but it is tremendously open to the public. Once the president's budget proposals come out, members of Congress—particularly those of us on the Budget and Appropriations committees—get a flood of firsthand information about the details of those programs. Farmers tell us which pest control programs. Farmers tell us which pest control programs work and which should be scrapped. Parents and schoolteachers tell us which education programs are effective. Local officials and concerned citizens tell us what will happen if we delay or proceed to build a new road or park.

While congressional revision of administration proposals sometimes reflects the protection of special interests, to a greater degree it reflects the role of the American public in shaping legislation.

The only way the public can hold members of Congress accountable for spending is by requiring them to stand up and be counted on specific budget figures, whether they be cuts or increases. It is far too tempting to be able to stand up and tell each group—farmers, schools, retirees, defense—that you voted for full funding of their program, but then turn around and say you voted for a balanced budget, because you gave the president the authority to withhold 5 or 10 percent. No one would know what you really stood for. That is what we had before the 1974 Budget Act. Members voted for individual spending bills, but never had to vote on the bottom-line total. The result was massive spending and huge deficits.

Impoundment authority would also undermine public accountability of the president. He could submit a budget that made all his major constituents happy—and all presidents like to make people happy—by not detailing his proposed cuts. He could then request a 5, 10 or 25 percent cut authority to hold down the total. No one would even really know what the budget for a program was, or who had cut it.

The full funding figure would be printed in the books, but somehow it would not get spent. That may be the easy way out for politicians, but it is not a good way to let the public grade the people it elects.

Tough as this year's budget decisions are, next year's will be even worse. At the Budget Committee we are looking at federal deficit projections ranging from \$92 billion in 1982 to \$165 billion in 1984. The American people are still being told that they can have only good things—a 25 percent tax cut, a big national defense buildup and painless cuts of waste and fat in domestic programs.

Moving to a balanced budget is going to require telling the American people that they cannot have all these things at once. Cutting back tens of billions of dollars in federal spending is going to require hard decisions that many politicians would rather avoid. Making those cuts in a fair and efficient manner is going to require that the public be given a full chance to participate by means of the legislative process, and that members of Congress continue to listen to the wisdom of the public.

The writer, a Democratic senator from Florida, participated in the writing of the Congressional Budget and Impoundment Control Act of 1974.

How To Get Information About Federal Legislation

Determine if there is any specific legislation active in the Congress that may impact your state's area of interest. Do this by calling the Bill Status Office of either the House or the Senate. Both offices work with exactly the same data and can be reached at: House Bill Status Office: 202-225-1772, Senate Bill Status Office: 202-224-2971.

What to ask:

- * Have any bills been introduced covering a given topic?
- * What is the status of a given bill?
- * Who sponsored a given bill?
- * What committees and subcommittees have held hearings on a given bill?

Usually that legislation is pending before a committee or subcommittee. With the name of the committee (provided by the Bill Status Office), call the Capitol Hill Switchboard and have it connect you directly with that committee. Capitol Hill Switchboard: 202-224-3121.

Once you reach the committee and are able to talk with the staff person covering the bill, ask for the following information:

- * Copy of the bill.
- * Copy of hearings on the bill.
- * Where the bill will go once it leaves committee.
- * Analysis of the likelihood of the bill moving out of committee.
- * Estimate of the time involved for the bill to move out of committee.

If the bill that concerns you is scheduled for action on the floor of the House or Senate, you can monitor its activity by the hour by listening to the recorded messages heard on Cloakrooms' numbers. The numbers are: U.S. Senate Cloakroom - Republican 202-224-8601; Democrat 202-224-8541. House of Representatives Cloakroom - Republican 202-225-7430; Democrat 202-225-7400.



WHAT DOES THE FUTURE HOLD FOR HANDICAPPED AND GIFTED CHILDREN?

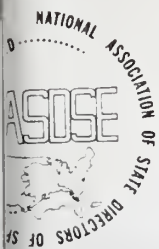
A few facts you may not have been aware of ...

Regarding handicapped children

- About 10% of all children are handicapped, 20% of all adults are handicapped, and at least 50% of all able-bodied adults have a disabled spouse, child, parent or close friend...These 28 million adults and 10 million children are either mentally retarded, emotionally disturbed, physically handicapped, have learning disabilities or impairments of speech, vision or hearing.
- According to a 1979 report of the federal Office of Special Education, 25% of all handicapped children are not being provided with educational programs that respond to their special needs...Preliminary studies have demonstrated a drop-out rate in high school of about 5 to 6 times higher for handicapped students.
- Even though approximately 10% of all children and youth are handicapped, only 2% of vocational education students are disabled, and only 2-3% of all college students are disabled.
- Each year approximately 625,000 handicapped young people graduate or terminate eligibility in our nation's schools. Their future is predicted to look like this:
 - 21% will become fully employed or enrolled in college
 - 40% will be underemployed and at the poverty level
 - 8% will be in their home community and idle much of the time
 - 26% will be unemployed and on welfare
 - 3% will be totally dependent and institutionalized
- Only 40% of all handicapped adults were employed as of 1970, and they earned less than 80% as much as non-handicapped working adults (85% of handicapped adults earn less than \$7,000 per year according to the 1970 census.)
- The federal government spends important and necessary funds to support handicapped persons, but only 10% as much to rehabilitate them to independent self-supporting lifestyles...resulting in tremendous financial expenditures without the benefit of employee productivity and tax revenues
- Widespread public misconceptions about the "normal" abilities and personal qualities of disabled people lead to policies that continue to "handicap" people who want nothing more than an opportunity to seek their highest educational, vocational and personal potential.

Regarding gifted children

- A 1978 study reported that nearly 60% of our nation's gifted and talented students have not been receiving an appropriate education suited to their special needs.
- Only fifteen states currently mandate that gifted and talented students be provided with the necessary educational program to meet their needs.
- Expenditures by five states for gifted and talented educational programs comprise approximately 75% of all state funding for such programs!
- According to the federal Office of the Gifted and Talented, of the teachers working with gifted students only 20% of them possess the special training it takes to make a real difference for the child.
- Although current research needs in the gifted and talented area are great, studies over the last forty years have suggested that gifted children who do not receive educational services appropriate to their needs:
 - (a) often achieve far less than what they are capable of,
 - (b) do not aspire to enroll in post-secondary education or training of any kind,
 - (c) may not ever complete their high school education, and
 - (d) may actually be misidentified as being emotionally disturbed or learning disabled.



LIAISON

bulletin

-40-

A Publication of NASDSE Inc.
(202) 833-4193

1201 Sixteenth Street Northwest •
Suite 610 E, Washington, D.C. 20036

Annual subscription rate \$40.00

VOLUME 8, NUMBER 4

JANUARY 13, 1982

IMPORTANT TIMELINES IN CONGRESS - 1982

January 25	Congress convenes
January 26	President Reagan's State of the Union Message
February 10	President's FY '83 (School Year '83-'84) Budget forwarded to Congress February 11
February 16	Lincoln-Washington District Work Period
March 15	Committees Submit Reports to Budget Committee (House)
April 7-April 19	Easter District Work Period
May 14	Complete Action on First Budget Resolution: Deadline for Reporting Fiscal 1983 Authorization Bills
May 28-June 1	Memorial Day District Work Period
June 25-July 11	Independence Day District Work Period
August 20-September 7	August Recess/Labor Day District Work Period
September 10	Spending Legislation Completed
September 15	Complete Action on Second Budget Resolution
October 8	Adjournment Target

For daily recorded information on House/Senate activities and schedules call: House Democratic Cloak Room (202) 225-1600 or Senate Democratic Cloak Room (202) 224-8541

For information on floor action and votes call: House Republican Cloak Room (202) 225-7350 or Senate Republican Cloak Room (202) 224-6391

Index:

IMPORTANT TIMELINES.....	1	NASDSE HONORS CONGRESSMEN.....	4
OUTLOOK FOR 1982.....	2	AASA URGES CONCERN FOR SCHOOLS.....	5
SOCIAL PROGRAM SPENDING PROFILE.....	2	LITIGATION UPDATE.....	5
ADMIN.'S PROPOSAL FOR DOE.....	3	AVAILABLE FROM NASDSE.....	8
		CONFERENCES.....	8

OUTLOOK FOR 1982

- Tax cuts, defense spending, and the politics of Social Security will combine to continue enormous pressure to cut federal "discretionary" spending, as well as create new pressure to cut "entitlements."
- Cuts in social programs will continue to be made both overtly and by chipping away at eligibility both in law and implementation.
- The merits of program changes and cuts will continue to take a back seat to considerations of "political repercussions." Vocal and highly organized groups therefore enjoy a major advantage.
- State and local officials, balking at further cuts, have organized an unprecedented coalition to negotiate with the Administration and Congress.
- 1982 is an election year for all of the House and one-third of the Senate. Members will be especially sensitive to both criticism and praise from their districts.
- H.R. 4560, the Labor, HHS and Education appropriations bill, has yet been enacted: Hill sources indicate differences of opinion as to whether the Senate will complete an appropriations bill or develop or extend a continuing resolution (expires March 31) for FY '82 (school year '82-'83)
- The 1981 process of budget reconciliation may be repeated this spring. The Administration's formal program and budget proposals will be submitted to Congress in early February.
- Several versions of the next federal-spending cuts to be proposed have surfaced through various channels. Some leaks are from sympathetic insiders, hoping to generate opposition. Others are trial balloons to see who will scream and who won't. And, some are probably designed to make the numbers that eventually emerge seem moderate. Regardless, the huge deficit that looms for FY 1983 will be used to try to force further massive domestic-program cuts.
- A new effort to put developmental disabilities into a health block has surfaced, and new DD regulations are due out any time.
- The Department of Education's future is in doubt. A 50% cut in Title I funding is proposed in preliminary figures and it is fully expected that there will be an attempt to repeal P.L. 94-142 entirely, through "technical amendments" and consolidation of programs for the handicapped (see December 14 LR). New P.L. 94-142 regulations are scheduled for release in April.

SOCIAL PROGRAM SPENDING PROFILE

The following table compares Congressional spending decisions for key social programs, comparing FY '81 (school year '81-82) appropriations with

'82 authorizations and with the Continuing Resolution (HJ Res. 370) which expires March 31.

<u>PROGRAM</u>	<u>1981 Appropriations</u>	<u>1982 Auth.</u>	<u>HJ Res. 370</u>
P.L. 94-142 state grants	874.5m	969.9m	931.1m
Rehabilitation state grants	854.3	899.0	863.0
P.L. 89-313	152.625	---	146.5
Alcohol, drug abuse and mental health block	540.9	491.0	432.0
Community Support Program	7.4	---	5.7
DD Act	59.4	61.2	58.7
Legal Services	321.0	---	241.0
Social Services block	2,991.1	2,440.0	2,304.0
Maternal/Child Health block	456.7	373.0	347.5
Medicaid*	18,402	open	17,623.0

*Medicaid is an open-ended program. However, close to \$1 b in estimated cuts were made through tightening the program and reducing the federal contribution.

Information for this article was provided by January 4, 1982 Update, Mental Health Law Project Newsletter Washington, D.C.)

THE ADMINISTRATION'S PROPOSAL FOR THE DEPARTMENT OF EDUCATION

The Administration's senior Task Force charged with developing a recommendation to abolish the Department of Education forwarded its work to the President in mid-November, 1981. The Task Force has recommended abolishing the Department and creating a sub-Cabinet national education foundation.

The Task Force chose this alternative over its other central option, under which education programs would be dispersed throughout the government, and no major Federal agency would remain whose central purpose was education.

The Foundation Proposal. The proposed foundation would have the following characteristics:

1. It would be directed by an official appointed by the President and responsible directly to him. (In this sense, it would not be a "foundation" accountable to an independent governing board. Rather it would be a sub-Cabinet, independent agency similar to the General Services Administration or the Federal Emergency Management Agency).

2. Several major responsibilities currently assigned to the Department would be transferred.

- Vocational rehabilitation to Health and Human Services
- International education to the International Communications Agency
- Special educational institutions designed to serve the deaf and blind to Health and Human Services
- Impact aid program components to Treasury, Defense, and Interior
- College housing to Treasury
- Science improvement programs for minority institutions to the National Science Foundation
- Indian education programs for urban, non-reservation Indians to Interior
- Overseas dependent schools to Defense

3. A number of other existing programs would be terminated, including the Institute of Museum Services, telecommunications demonstrations, all library support programs, migrant education programs, and advanced graduate and professional fellowships for minority students.

4. The programs that would remain in the Foundation include:

- Vocational Education, Title I, Educational for All Handicapped Children Programs, and bilingual education. (The proposal identifies these programs as candidates for future block grants.)
- Higher education student assistance, including direct grants and loans, and work study.
- The new education block grant for educational innovation.
- The developing institutions and special services programs.
- Statistical and research activities.
- Civil rights activities. (The proposal does not identify where civil rights enforcement authority would be located.)

Information for this article was taken from "the Decision Memorandum to the President from the Task Force on the Education Department," November 10, 1981. Source: Department of Education Coalition, Washington, D.C., December 23, 1981 memo.

NASDSE HONORS 10 CONGRESSMEN FOR ADVOCACY OF PROGRAMS FOR HANDICAPPED IN 1981

Four Senators and six Congressmen have been presented plaques by the National Association of State Directors of Special Education acknowledging their outstanding leadership and advocacy in support of programs for handicapped children during 1981 in the U.S. Congress.

The "awards of merit and service" were presented on behalf of NASDSE by Executive Director James R. Galloway for "protecting appropriations levels for programs for the handicapped after the President had requested major budget cuts and for working to maintain P.L. 94-142, the Education for All Handicapped Children Act, as a categorical program

in the face of threats to repeal the Act under the Omnibus Budget Reconciliation Act of 1981."

Presentations were made individually in each recipient's office during November and December, 1981.

Recipients include: Senators Lowell P. Weicker, Jr. (R-CT), Robert Stafford (R-VT), Jennings Randolph (D-WV), Orrin Hatch (R-UT), and Congressmen Paul Simon (D-IL), James Jeffords (R-VT), Arlen Erdahl (R-MN), William Goodling (R-PA), Austin Murphy (D-PA), and John Ashbrook (R-OH).

AASA URGES GREATER CONCERN FOR SCHOOLS

The American Association of School Administrators (AASA), is cooperating with the National Education Association (NEA) in declaring January 17, 1982, as a National Day of Conscience for Public Education. "As a nation, we must become even more conscious of how important our schools are to the future of our democratic society," said Dr. Paul Salmon, Executive Director of the American Association of School Administrators.

"Neglecting the schools today will have a profound impact on our nation tomorrow," Salmon said. "Our schools have helped us to become one of the foremost nations on the face of the earth, mainly because they have provided education for all, not just a chosen few. Our American system of education has resulted in an informed citizenry, a diverse and effective work force, enlightened and prosperous consumers, a concerned and generous people and a history of world leadership," Salmon remarked. The campaign by NEA and its 12,000 state and local affiliates will culminate on January 17, 1982 with a National Day of Conscience for Public Education.

NEA and its affiliates will be working closely with other groups and individuals to achieve the goals of the National Day of Conscience.

Among the activities planned around the Day are:

- the release of new research reports on educational impact of federal budget-cutting
- a series of radio, TV and print media public service announcements by key national leaders who support public schools and full funding for education
- appearances by educators around the country on news and talk programs to explain the threats facing public education today
- the announcement of new NEA programs designed to maximize teacher involvement in professional development
- a national poster contest for K thru eighth grade youngsters.

LITIGATION UPDATE

Listed below is a synopsis of recent court cases in special education, prepared by S. James Rosenfeld, Managing Editor, Education for the Handicapped Law Report, Washington, D.C. References at the end

of each case are to EHLR. (Note: Readers should not draw conclusions on the basis of the limited information provided below; further information is contained in EHLR or may be obtained by contacting Rosenfeld at - 202/659-1450.)

- Attorney's Fees Under §504. Discusses right of parents to attorneys' fees under §504 when, following dismissal of action by court and no appeal by the parents, desired relief is obtained by virtue of OCR investigation. *Arrington v. Prince William County Public Schools*, Citation: 3 EHLR 552:358 (ED VA, 1981)
- §504 - University Student. Deaf graduate student claimed university violated §504 by refusing to provide signing interpreter and lower court had directed provision of service pending completion of litigation. U.S. Supreme Court held that since student had graduated, case had become moot, but that question of who should pay for signing interpreter's services must be determined at trial. *University of Texas v. Camenisch*, Citation 3 EHLR 552:384 (U.S. Sup. Ct., 1981).
- SEA/LEA Authority-Private Placement. LEA contested authority of SEA to direct LEA to reimburse parents for cost of private school placement following hearing panel's conclusion that private school was most appropriate educational setting. *Simsbury Board of Education v. CT State Board of Education*, Citation: 3 EHLR 552:399 (CT Super. Ct., 1981).
- LRE-Reimbursement. Action by parents of learning disabled child's request for reimbursement of tuition at and transportation to private day school and for costs related to the placement. Court also discusses process, hearing officer can use in weighing alternative placements to compare which is in the least restrictive environment. *Town of Burlington v. Department of Education of the Commonwealth of Massachusetts*, Citation: 3 EHLR 552:408 (D MA, 1980).
- Interagency Responsibility. Parents who placed their handicapped children in a state home and training school brought action for denial of FAPE when both the LEAs in which the parents resided and the LEA in which the state school was located refused to develop IEPs for the children, each contending that the others were responsible. Decision deals with SEA's responsibility for assuring that FAPE is provided, including its role in resolving conflicts between EHA and Pub. L. 89-313. Case Name: *Association for Retarded Citizens of Colorado v. Frazier*, Citation: 3 EHLR 552:415 (D CO, 1981)
- Related Services - CIC. Clean intermittent catheterization is a "supportive," and therefore a "related service" within the meaning of EHA. *Tokarcik v. Forest Hills School District*, Citation: 3 EHLR 552:427 (WD PA, 1980)

- EHA Doesn't Protect Staff. A staff psychologist who counseled a student to exercise his rights under EHA and, thereafter, was fired, could not maintain an action for violation under EHA; however, if she could demonstrate that her dismissal constituted "state action," she might be able to sue for violation of her civil rights. *Ross v. Allen*, Citation: 3 EHRLR 552:431 (SD NY, 1981).
- Judicial Review of SEA Decision. In reviewing an SEA decision, the proper standard to be used by a Federal court is that contained in EHA - the preponderance of the evidence - not the state standard - the substantial evidence test. *Town of Burlington v. The Department of Education of the Commonwealth of Massachusetts*, Citation 3EHRLR 552:434 (CA 1, 1981).
- No Change of Placement. Since the due process safeguards were not intended to permit obstruction of a SEA decision to disapprove a private school, parents of children who were attending a school removed from the state's approved list were not entitled to maintain an action under EHA alleging that their children had undergone an improper change of placement. *Dima v. Macchiarola*, Citation: 3 EHRLR 552:438 (ED NY, 1981)
- Related Services - Medical Salary. Where an LEA had placed children in an out-of-state private facility, it could not refuse to pay that portion of the charge for their program labelled "medical services" where the only direct evidence indicated that the charges were largely for the salaries of staff physicians who perform "diagnostic, prescriptive, and evaluative services" within the meaning of EHA and where it was clear that the portion of the charge attributable to staff nurses is a "school health services" as defined in EHA. *Woods v. Pittam*, Citation: 3EHRLR 552:442 (ND MS, 1981).
- Exhaustion of Admin. Remedies. Despite SEA's lack of diligence in evaluating handicapped child and in developing IEP, and even though SEA improperly refused to provide due process hearing, parent was required to exhaust his administrative remedies before court would allow maintenance of suit in court. *Ezratty v. Commonwealth of Puerto Rico*, Citation: 3 EHRLR 552:444 (CA-1, 1981).
- No Right To School of Choice. Father's allegations that child was emotionally and physically handicapped because of severe burns received several years previously were insufficient to justify court's issuance of preliminary injunction directing placement of child, not previously considered handicapped, in school of father's choice. *Johnpoll v. Elias*, Citation: 3 EHRLR 552:458 (ED NY, 1981).
- Residential Placement. Where evidence indicated that child required constant structured environment, 24-hour behavior modification, intensive language training, and that child would be unlikely to make progress in LEA proposed program - six-hour

day program augmented by home support - LEA was required to provide residential placement at no cost to parents. Laura J. v. Pearland Independent School District, Citation: 3 EHLR 552:480 (SD TX, 1981).

AVAILABLE FROM NASDSE

- Profiles of State Education Agency Divisions of Special Education, 1977-80. A 24 page report which compares and summarizes the changes in SEAs during 1977-80. Includes 16 pages of tables showing changes in certification requirements for regular education personnel, fiscal (federal, state, local) contributions to special education, types of funding formulae, organizational information, etc. First disseminated in September, 1981. Copies available for \$6 each prepaid (check, money order or purchase order). Send to: NASDSE, Inc., Suite 610E, 1201 16th Street, N.W., Washington, D.C. 20036.

CONFERENCES

- The 3rd Annual National Institute on Innovations in Camping and Outdoor Education with Persons who Are Disabled will be held May 14-16, 1982. The Institute draws together professionals, educators and students from many fields to learn and participate in active workshop sessions that represent the 'cutting edge' in innovations in outdoor programming with persons who are disabled.
Contact: Gary M. Robb, Bradford Woods, 5040 State Road 67N, Martinsville, Indiana 46151, (317/342-2915)
- A.G. Bell International Convention, June 22-26, 1982 "Working Together/ous Ensemble; Building Networks for Progress," Toronto, Canada.
Contact: A.G. Bell Conference Department, 3417 Volta Place, N.W., Washington, D.C. 20007. Call (202) 337-5220.
- A Conference on Language for the Hearing Impaired. A one-day conference is scheduled for Saturday, January 23, 1982 at the Airport Park Hotel in Inglewood, CA entitled "Language Intervention for the Hearing-Impaired." Sponsored by the Alexander Graham Bell Association for the Deaf, the program is directed primarily to teachers of the deaf and will cover: normal acquisition of communicative competence; deafness and communicative competence; intervention strategies; auditory learning; reading; and writing. Speakers are Dr. Richard Kretschmer, a professor at the University of Cincinnati and the Editor of The Volta Review, and Dr. Laura Kretschmer, a professor of speech pathology and audiology, also at the University of Cincinnati.
Contact: For information contact Mary McGinnis, 213/441-2082.
- A WESTAR and TANS sponsored workshop for SEA early childhood/special education staff is scheduled for February 22-25, 1982 in 22-25, 1982 in Denver, Colorado. Five small group sessions will be held on: Human Services, block grant analysis, establishing statewide networks, planning for birth to two year old handicapped children, management and communication skills necessary for state leadership in early childhood.
Contact: Reverley Osteen, NASDSE, 202/833-4218. Final reservations must be made by February 4/82.

AGENDA

Friday, February 19, 1982

8:00 a.m.

Registration

9:00 a.m.

General Session - Clark Room

Presiding: Hugh Pace, Kansas

Topic: Creative Options for Quality Service
Delivery

Panel: Tapping into Volunteerism:
Stephen H. McCurley, VOLUNTEER:
The National Center for Citizen
Involvement

Tapping the Private Sector: Irwin
Brod, AFB

10:30 a.m.

General Session, cont.

Topic: Strategies for Service Delivery

Panel: The "Specialist" Consultant: Jack
Hazekamp, California

The "Generalist" Consultant:
Deborah J. Livingston-White,
Michigan

The Commission Approach: Lynne
Young, Delaware

Maximizing the IRCs: Julie Todd,
Ohio

11:45 a.m.

Regional Groups: Brief get-together to
review activities during the past year
and discuss plans for further cooperation

p.m.

Free for regional meetings, visits to OSE,
CEC, AEVH, etc.

Overview

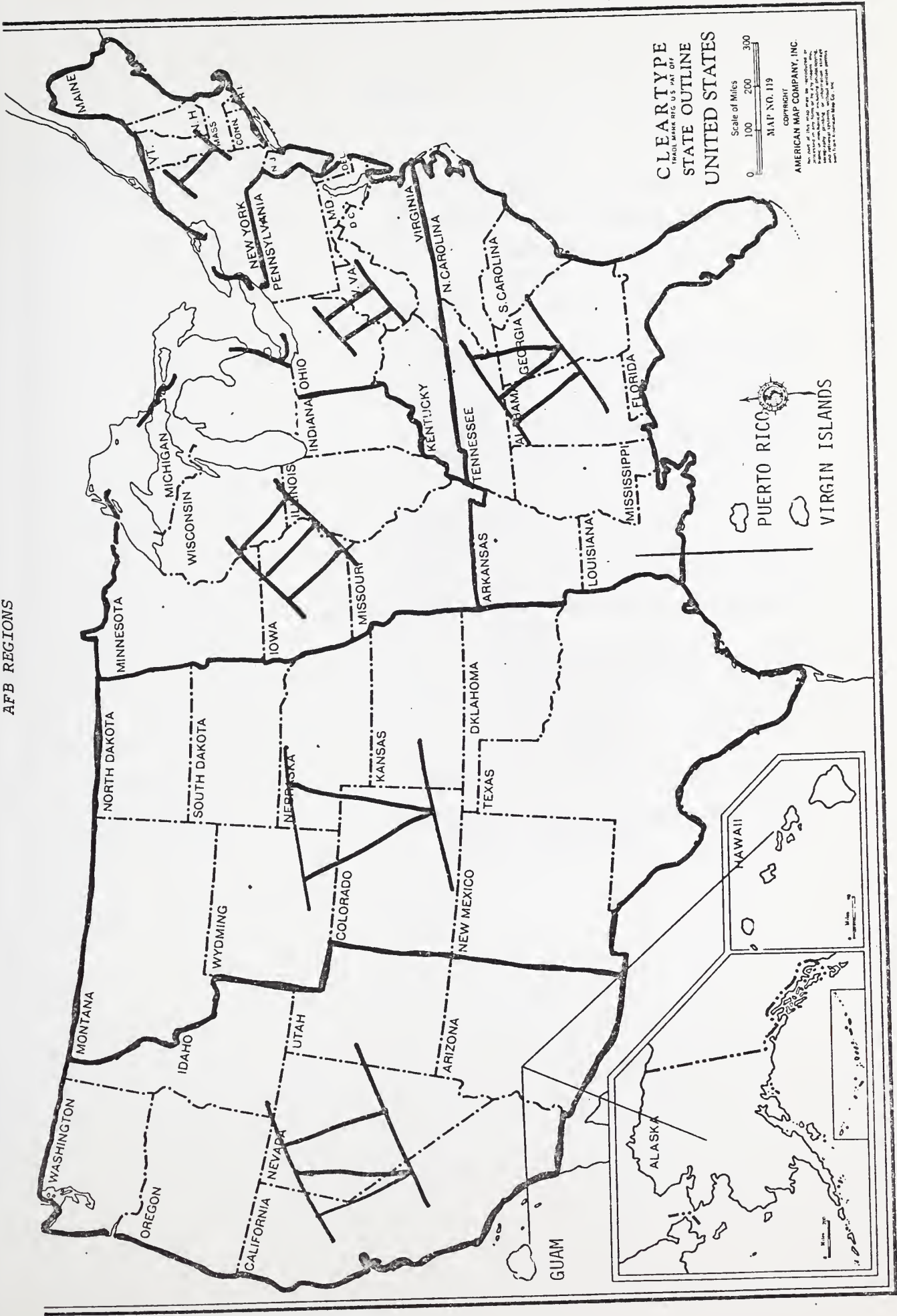
Friday, February 19, 1982

The morning session is divided into two topical areas. The first half is devoted to potential resources for attracting personnel on a volunteer basis who may be prepared to provide supplementary services to our educational programs and for attracting additional financial assistance. Both of these presentations will focus on the private sector. Mr. Irwin Brod from his position in fund raising at AFB and with prior experience at other voluntary agencies will discuss potential resources in the private sector. Mr. Stephen McCurley will discuss the recruitment, training and evaluation of volunteers with special emphasis on how they can be used creatively in our school programs.

With declining resources at the state level, we can probably anticipate a reduction in consultant services from the state agency. During the second half strategies for service delivery currently used in four states will be presented in order to give participants some ideas regarding how they might employ those practices that would seem most appropriate for the needs in their states.

The last activity of the morning will be a brief get-together by regions. A map showing AFB regions follows. The packet you receive at registration will include a list of participants by regions. The purpose of this brief session is to stimulate your thinking about your successes or lack thereof in regional cooperative activities since our last Institute.

Chart 3
AFB REGIONS



AGENDA

Saturday, February 20, 1982

9:00 a.m.

General Session - Clark Room

Presiding: Robert Bowers, New York

Topic: Professionals' Responsibility for
Advocacy

Speaker: Sam Negrin, AFB

10:30 a.m.

Regional Group Meetings: Develop an IEP
for improving the educational program
for visually handicapped children in
the region. Include goals, specific
objectives and timelines for achieving
them, resources needed and how they
will be obtained, and evaluation.

1:30 p.m.

General Session - Clark Room

Presiding: Jack Hazekamp, California

Topic: Strategies for Action in the '80s

Panel: Power of Parents: Lee Robinson,
NAPVI

Interagency Cooperation: Susan J.
Spungin, AFB

State Strategies: Peyton Williams,
Jr., Georgia

3:00 p.m.

Regional Group Meetings, Cont.

7:30-9:30 p.m.

Optional Workshop: Management of Stress/
Burnout - Clark Room

Overview

Saturday, February 20, 1982

This day's activities include two general sessions and two regional group meetings. At the first general session, Mr. Sam Negrin will talk about our responsibilities as professionals for activities related to advocacy for our visually handicapped school age population.

The second general session will project some strategies for action in the '80s from three perspectives. Mr. Lee Robinson will discuss the role of parents and how to tap that resource more effectively. Ms. Susan Spungin will describe the need for and possible procedures for improving interagency cooperation. Finally, Mr. Peyton Williams will focus on some strategies that can be used at the state level.

We are all familiar with the IEP. Hence, the two regional group sessions will be devoted to developing an IEP for the regions based on needs which were identified at last year's Institute. A form for this IEP is included in this booklet. Participants for each region should produce an IEP for at least two goals that will lead to improved programs for visually handicapped pupils in their region.

The optional evening workshop is designed to help us cope with the inevitable stress we all feel on our jobs.

IEP FOR REGIONAL PROGRAM IMPROVEMENT

Goal:

[illegible]

AGENDA

Sunday, February 21, 1982

9:30 a.m.

General Session - Clark Room

Presiding: Geraldine Scholl

Topic: From the Legislator's Point of View

Speaker: Cheryl Kinsey, Staff Member,
House Select Sub-Committee on
Education, Washington, D.C.

11:00 a.m.

Free for packing, check-out, etc.

1:00 p.m.

Buffet - Lewis Room

Presiding: Josephine L. Taylor

Summary of Regional Group Discussions:
Jonathan McIntire

Topic: What Does All This Mean: Next Steps

Speaker: Phil Hatlen, California

3:00 p.m.

Adjourn

S A F E J O U R N E Y H O M E

Overview

Sunday, February 21, 1982

The final day includes two general sessions. We were fortunate to obtain a speaker for the first session who has served as a staff member on the House Select Sub-Committee on the Handicapped for several years and who has worked very closely on issues relating to the education of the handicapped. Ms. Cheryl Kinsey, a former special educator, will address two central areas: (1) what future legislation is forecast in special education, where it will be coming from, and what the implications of it might be; and (2) what we as leadership personnel responsible for serving the visually handicapped should focus our attention on over the next several years.

Finally, at the session following our buffet luncheon, Mr. Jonathan McIntire will summarize the discussions of the six regional groups and Mr. Phil Hatlen will send us away with a challenge for the coming year.

EXTENDING THE CAMPUS

The University of Michigan Extension Service, established in 1911, brings the services, instruction and research of the University to the residents of the state.

Regional Extension and Graduate Study Centers are located in Ann Arbor, Dearborn, Detroit, Flint, Grand Rapids and Saginaw. An information office is located in the Upper Peninsula in Escanaba.

The following units of the Extension Service (housed in Ann Arbor) provide a variety of services to meet the needs of the citizens of Michigan:

Offices at 412 Maynard Street

Department of Independent Study
Communications
Credit Course Programs
Credit-Free Course Programs
Lectures and Program Planning
Extension Gaming Service

Offices at 350 South Thayer (corner North University)


Conferences and Institutes
Real Estate Program
Community College Services

At the Fire Service Instruction and Research Center, North Campus

Firemanship Training Program

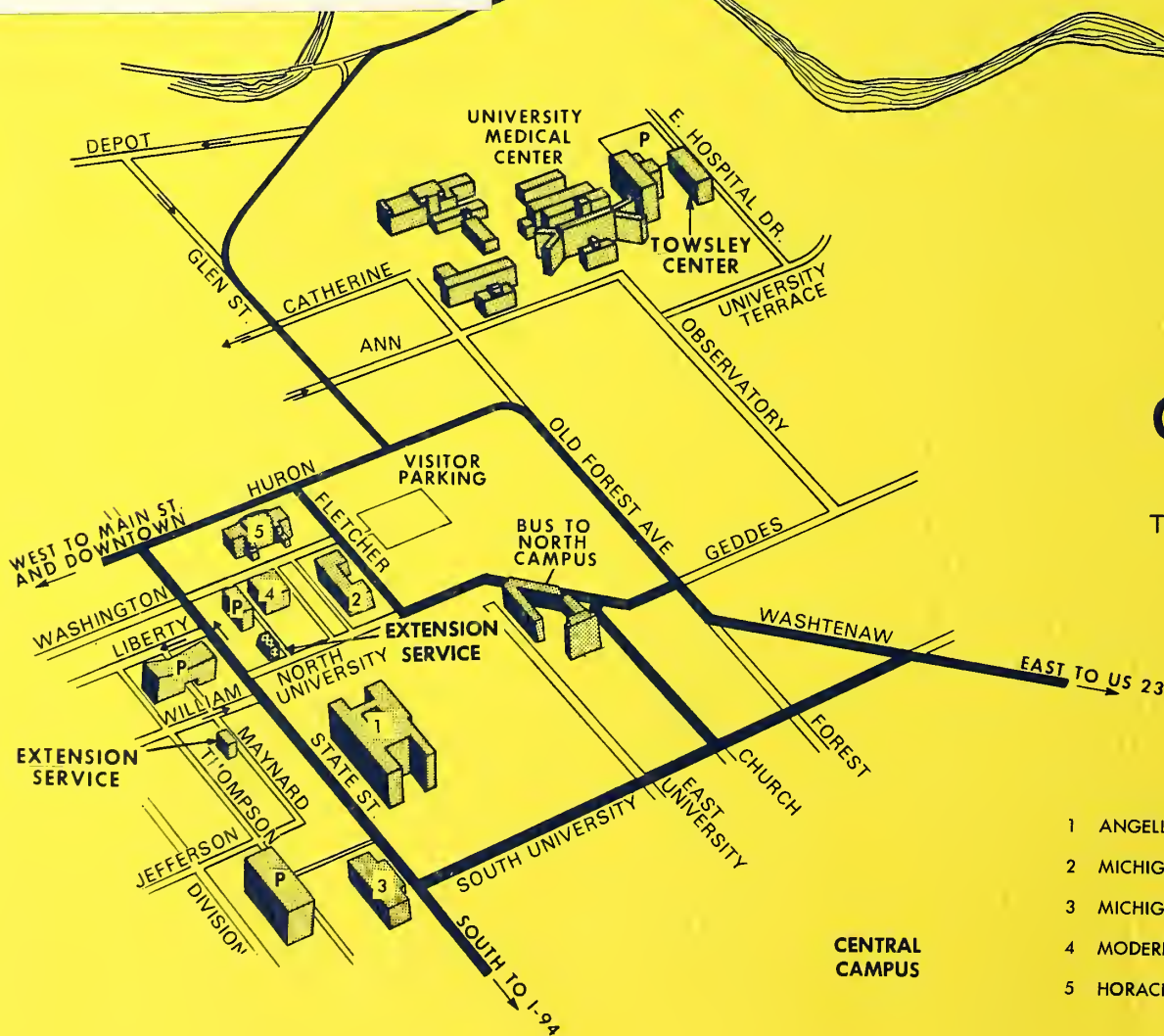
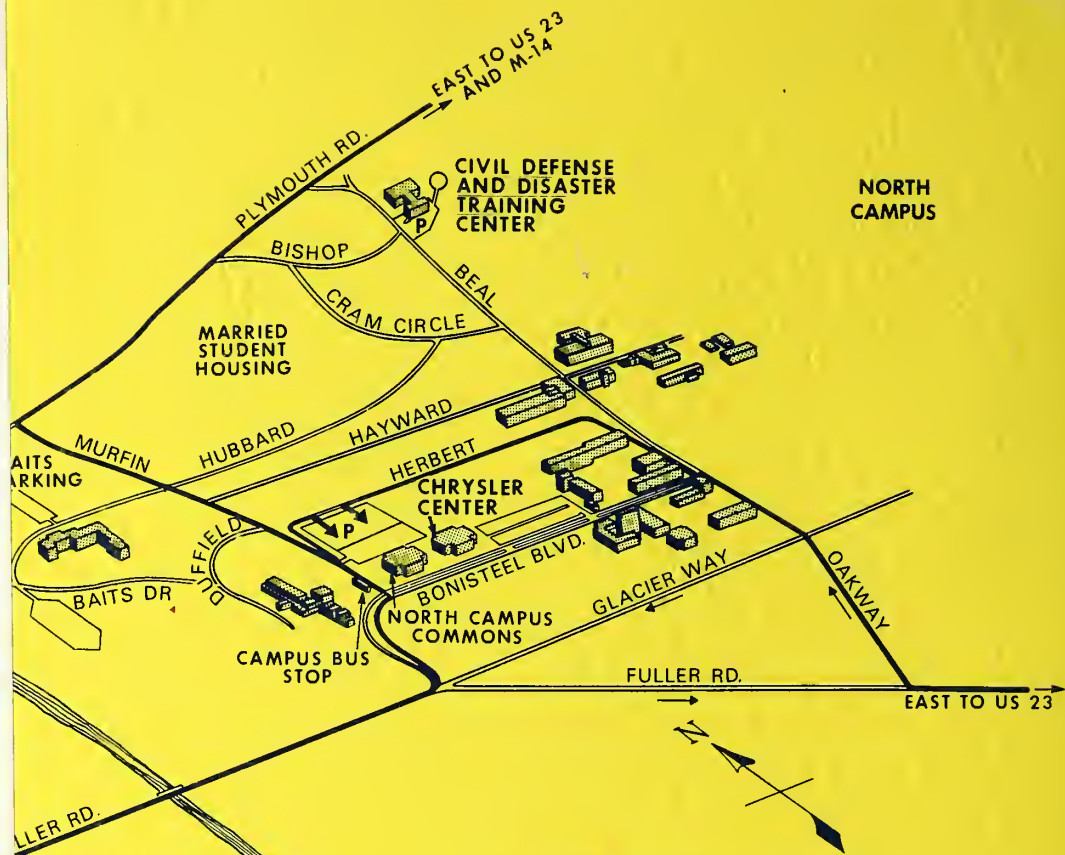
The Extension Service has always been an innovator, developer, and expediter, working with all divisions of the University, and with many segments of the community in extending the services of The University of Michigan throughout the state.

Main Office: The University of Michigan Extension Service/412 Maynard Street/Ann Arbor, Michigan 48109/telephone (313) 764-5300/Weekdays, 8:00 a.m.-5:00 p.m.



EX LIBRIS

M.C. MIGEL LIBRARY
AMERICAN PRINTING
HOUSE FOR THE BLIND



GUIDE TO CAMPUS AREAS

The University of Michigan
Extension Service

- 1 ANGELL HALL
- 2 MICHIGAN LEAGUE
- 3 MICHIGAN UNION
- 4 MODERN LANGUAGES BUILDING
- 5 HORACE H. RACKHAM BUILDING